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THE UNIVERSITY OF ALBERTA

THE INFLUENCE OF COMMUNITY LEARNING CENTERS ON THE DEVELOPMENT
OF YUKON COMMUNITIES

by

DAINA ANITA BRUNERS

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF SCIENCE

IN

RURAL SOCIOLOGY

DEPARTMENT OF RURAL ECONOMY

EDMONTON, ALBERTA

SPRING, 1988

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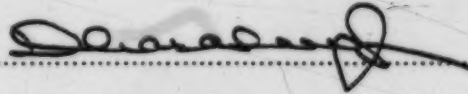
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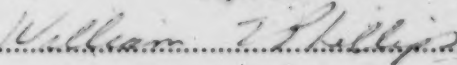
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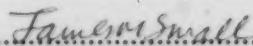
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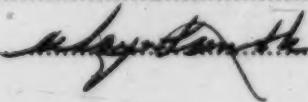
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Supervisor







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ABSTRACT

The development of a community can be facilitated through the provision of lifelong learning opportunities for its residents. The objective of this study was to evaluate the influence that Community Learning Centers (CLC's) have had on rural Yukon communities. Eight small and relatively isolated Yukon communities and their CLC's were the focus of this research project.

The review of literature examined two specific topic areas. The first of these was the potential for development in small, isolated, northern communities without an agricultural or industrial economic base. The second was an exploration of the concept of Adult Learning Centers as a delivery system for adult education programs and services to Yukon communities. Through personal interviews with community members and CLC staff, perceptions were gathered on how the CLC's had benefited these Yukon communities. Data from interviews was combined with the personal observations of the researcher to identify and evaluate the physical, human, and organizational resources of the CLC's. The extent to which their administrative procedures and operational processes followed sound principles designed to aid in community development was also examined.

The results of this study identified numerous improvements in the social, economic, political, and cultural conditions of the communities that could be attributed to the CLC's. Social developments, or the development of local human resources accounted for the majority of benefits that were observed. Community residents perceived the resources added to the communities by the CLC's as being valuable and significant. The main shortcomings of the CLC's as they existed were found to be in some of the administrative procedures and operational processes used by their sponsoring agency, Yukon College. The study generated a number of suggested recommendations to improve present programming, and guide future development plans.

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This thesis would not have been possible if it were not for the assistance and co-operation of others. Many people played a significant part in the task of planning, undertaking, and writing this study.

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Chapter I

INTRODUCTION

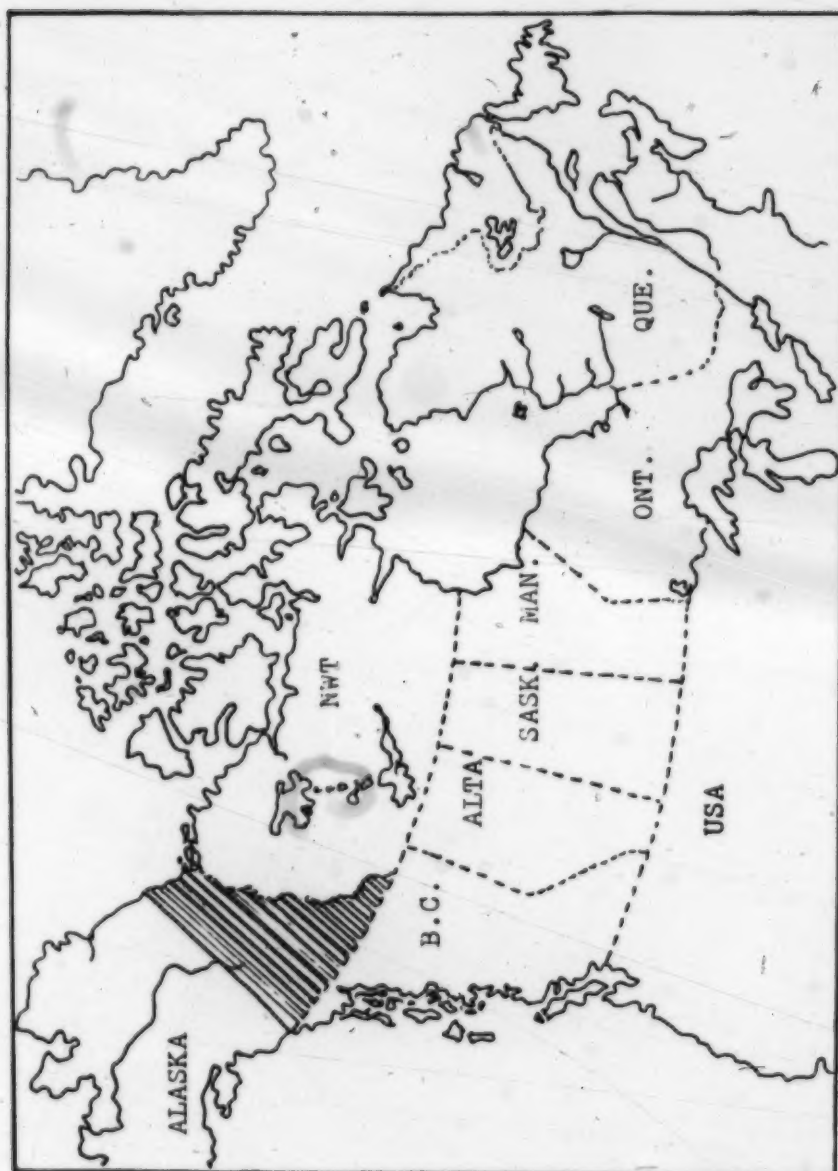
A. Background to the Study

The adult education system in Canada is probably among the most advanced and extensive in North America. Universities and colleges are located in every major city, and many towns as well have educational institutions. But, as one moves out of the more densely populated, industrialized and agricultural areas of southern Canada into its vast northern regions, the situation becomes markedly different. In Yukon for example, (see Fig. I:1) a territory that covers 482,515 square km., there is only one recently established college located in the capital city of Whitehorse. Three quarters of Yukon's population live there, with the remaining 7,300 persons residing in a number of small rural communities, widely scattered throughout the territory. Over the past few years, Community Learning Centers (CLC's) have been established in a number of Yukon communities. These CLC's were intended to address the realities and difficulties of, and to overcome significant barriers in, the provision of educational opportunities to adults living in these small, culturally diverse, and relatively isolated northern communities. To date, there has not been an evaluation undertaken to determine how the availability of local opportunities for adult education have benefited the community residents, or as aided in the betterment and development of the communities themselves.

B. The Problem

Education is now viewed by many as being an ongoing and lifelong process. It is necessary to regard education as extending beyond childhood and youth, into adulthood. The rapid changes in our society make it necessary for adults to develop the capacity for adjusting constructively to changing roles and circumstances in their lives. "Education, the chief activity in mobilizing human resources cuts across all sectors of society" (Schramm, 1964:25), and is

FIGURE 1:1
LOCATION OF YUKON TERRITORY



essential for all developments in a country, region, or community to occur. Roberts (1982:35) emphasizes that "the relationship between adult education and community development may be found along the continuum which extends from learning about oneself, one's group and one's environment, to action and evaluation". The development of a community thus invariably involves the development of its residents. Adult education is an important key in facilitating the processes of community development. This is true not only of communities in the more densely populated agricultural and industrial parts of Canada, but also in its northern territories.

The communities located in these northern regions of Canada (such as in Yukon) are unique, and in many ways different from those in southern Canada. The political, economic, and cultural relationships and differences between northern and southern Canada are strikingly similar to those differences that exist between the underdeveloped ("Third World") nations, and the Western, more developed countries (Millard, 1985). This dichotomy of 'developed' versus 'underdeveloped' can also be extended to describe the differences between communities found in the south, based on predominantly agricultural and industrial economies, versus those in the north. In Canadian society, urban areas are believed to be more developed in human, economic and political terms. They are regarded as having the resources essential for assisting, educating, and training those who are motivated to seek these opportunities. In northern areas however, these resources are limited or lacking altogether in many of these communities.

It is not surprising then to find that the provision of adult education to northern communities is a complex, challenging, and costly undertaking. The small, isolated and culturally diverse rural Yukon communities have different economies, cultures, social relations, and educational needs different than those of the dominant Canadian society, and those of the Yukon's capital city of Whitehorse. The provision of quality technical and academic skills is expensive as well as strategically difficult, due to large distances between population centers as well as the small number of residents in each community. "Social and

economic conditions in these northern areas make the development of human, physical, and organizational resources in these communities an enormous task" (Millard, 1985:4).

As emphasized by a number of writers, among them Schramm (1964), Illich (1968), and Friere (1972), the traditional purpose of schooling has been to transmit knowledge, values, and attitudes from one generation to the next. Our educational system as it exists today is still a reflection of the values and attitudes of the dominant middle-class, urban-based sector of our society. Education thus in many ways has tended to reinforce the social ethics that exist in our country, and prepare people for their place in society. Rather than founding community-based adult education on the transference of knowledge, it needs to aim for the development of individuals with new horizons, skills, and goals. The expansion of one's own consciousness and, therefore, of man's power over himself, his environment, and his society must be the ultimate aim for education.

New educational and social aims however, cannot be achieved with the tools of yesterday (Unesco, 1973). Likewise as well, without adaptation, adult education methods and curricula based on the traditionally urban middle-class values of southern Canada cannot be successfully transposed into northern communities. These northern communities have unique social, cultural, and economic systems, not at all like those of communities located in southern Canada. If one of the ultimate aims of adult education is to aid in the process of community development, then the educational system has to be based on local conditions and needs. It first must be designed to overcome the geographical, institutional, and cultural barriers that prevent many of these adults from accessing educational opportunities. Then, education must be made relevant and applicable to the local social, economic and cultural situations. The development of an individual, as well as the development of a community through education is a subtle, gradual, and necessarily slow process. In summary then, the following themes characterize the problem that is the focus of this study:

Firstly, much of the Canadian and American literature on community development focuses on communities which have agriculture or industry as the mainstay of their

economies. The literature on CD in Third World Countries is also targeted primarily on expanding and improving the agricultural or industrial sectors of the economy. There is a notable absence of published work describing and analyzing the development of small, isolated, primarily subsistence oriented communities such as those found in Yukon.

Secondly, there is a great deal of discussion centered around the issue of adapting adult education programs to suit the characteristics and the needs of the learners. Most adult education programs in Canada are still largely based on the urban, middle-class values of the dominant sector of society. Also, research has shown that the majority of participants in adult education programs are those individuals with at least a highschool level of education, and living in urban, or suburban areas. Few educational institutions have devoted the substantial time and resources that would be required to develop a comprehensive adult education system to serve the needs of these small, isolated northern communities. The problem still remains of how to adapt the content, and teaching methods, as well as the delivery systems of southern-based adult education programs to make them applicable and relevant to individuals in northern communities.

Thirdly, many of the needs assessments or evaluations of programs undertaken on behalf of small communities are usually done by the organization that sponsors the program, or by outside "experts". These are sometimes done in conjunction with brief consultations with community leaders, and sometimes not. This often results in conclusions being formulated or assumed on behalf of community residents rather than expressed by these individuals themselves. Even though there are advantages to these approaches, research has shown that the perceptions and evaluations of outside experts, as well as program sponsors may differ markedly from those of community residents. This is especially true of those sectors of the community having limited reading and writing skills, and thus less likely to clearly and confidently articulate their views. Therefore, if a comprehensive educational needs assessment or evaluation of a community based adult education program is to be conducted, the perceptions and opinions of community leaders, as well as the users of the program need

to be gathered and integrated into the assessment and evaluation process.

Fourthly, the process of community development can be facilitated in a number of ways, as discussed in Chapter Three of this thesis. In many small, relatively isolated northern communities, adult education can play a significant role in their development. For many of their adult residents, opportunities were limited for attaining even a most basic level of education. These adults, as members of their society and their communities have important roles as decision makers and family members. Education can conceivably help them become more capable in effectively handling these roles. There are volumes of philosophically-oriented literature devoted to the intended consequences of participation in adult education programs. There is however a significant gap in knowledge gained by practical and field-based research on the manner in which the participation of adults in educational programs has affected the individual, the family, and ultimately the community. Also lacking, is literature examining how adult education has aided in the development of a community's human, physical, economic, and organizational resources. This is especially true for northern communities.

C. The Significance of the Study

One of the more recent and significant efforts to provide locally-based adult education to Yukon communities has been the establishment of Community Learning Centers (CLC's). The CLC's located in eight Yukon communities are the focus of this study. The Community Learning Center concept for delivering adult education is a useful and valuable one especially for small, relatively isolated, northern communities. Through the provision of a variety of services, as well as adult education programs, it has the potential for contributing significantly to the development of a variety of essential resources in these communities. This study can conceivably be a valuable source of information on the concept of Community Learning Centers, since to date, little published material is available on the topic. The indepth analysis of the planning process, as well as the administration procedures of the CLC's by Yukon College can aid decision makers in developing and selecting alternatives in adapting

adult education programs and services to meet the needs of northern communities. The results of this study can provide feedback to Yukon College on the strengths and weaknesses of the CLC concept for the purposes of improving present programs, and to orient future development. Above all however, this study has collected the perceptions and opinions of the community residents themselves on how access to educational opportunities as adults has affected their individual lives, as well as influenced their respective communities.

D. Objectives of the Study

The overall purpose of this study was to assess the contribution that the Community Learning Centers have made on the development processes of Yukon communities. In order to fulfill this purpose, a number of objectives have been established. These objectives are: a) To gain an understanding of the concept of learning centers (such as CLC's) as a system for delivering community-based adult education (CBAE) to these northern communities, b) To examine the scope and nature of educational resources, programs, and services offered by the CLC's, c) To evaluate the appropriateness of the present CLC programs and resources in meeting the knowledge and skills needs of Yukon community residents, d) To analyze the present program planning and decision making processes of the CLC's and Yukon College to determine whether they follow sound principles that enhance the processes of community development.

E. Methodology

Yukon communities were selected as the focus of this study for a number of significant reasons. The researcher had been a former resident of the Yukon Territory, a background considered to be useful in undertaking a study of this nature. The selection of the topic area stemmed from her personal interest in examining the potential role of adult education in the development of these small northern communities.

The collection of data for this study was done in two stages. The gathering of background information and fieldwork was done in the spring of 1985. The researcher spent a period of six weeks primarily in the capital city of Whitehorse, where Yukon College is located. Key individuals, including present CLC administrators and staff, as well as former college staff members instrumental in establishing the CLC's were interviewed. Also consulted were a number of Yukon educators, as well as individuals from Advanced Education and Manpower, Indian and Northern Affairs, and the Council for Yukon Indians. The communities selected for study were those in which Community Learning Centers had been established, and these were widely dispersed throughout the Territory. In this preliminary phase, brief visits were also made to each of these communities. This gave the researcher an opportunity to meet each of the CLC co-ordinators, to explain the scope and purpose of the study, as well as to secure their co-operation for the subsequent phases of the project.

The second phase of fieldwork and data collection was conducted in April and May of 1986, when the communities selected for study were visited by the researcher. Data were collected by personal interviews from CLC staff and CLC Advisory Committee members, considered to be key community leaders. These data were combined with those obtained by questionnaire from past and present CLC students, documents and records, as well as the personal observations of the researcher. During 1986-1987 the researcher also visited a number of community-based educational facilities for adults, located in northern Alberta. Administrative as well as teaching staff were briefly interviewed in these communities. The purpose of these visits was to gain a general understanding of an alternate system of adult education, designed to serve the needs of northern communities.

F. Limitations of the Study

This study is primarily descriptive and exploratory in nature. Its purpose is not to empirically test a set of hypotheses, or a specific theory from a given field of inquiry. Rather, the emphasis is on gaining a general understanding of the concept of Community Learning

Centers. As well, the effects that the CLC's have had on the development processes of Yukon Communities are explored. The study of community development is necessarily interdisciplinary in nature. Therefore, concepts from a number of disciplines including adult education planning and administration, rural sociology, social psychology, and community development have been explored and integrated. No one particular source, or field of study is emphasized.

The number of studies done on individual Yukon communities are very limited, and thus limit available sources of secondary data. A number of vital Yukon College records and documents were either non-existent, unavailable to the researcher, or judged as being inaccurate. These would have been useful to incorporate into the study to cross-check the reliability and validity of some community-level data that were collected.

The data section on the administration processes of the CLC's is somewhat lacking in detail. This limitation exists because it was not possible for the researcher to confirm the identity of individuals on the program review committee. If there would have been an opportunity to interview them, the criteria used for program allocation to individual communities may have been described more clearly.

Finally, the scope of this research project was limited within the constraints of time and budget. It would have been useful to investigate for the purposes of comparison, the characteristics of those community members who did not get involved with CLC programs, as well as their reasons for not participating. Because of practical constraints on time and budget however, it would not have been possible to personally contact and interview a representative sample of community members. Many households do not have telephones, thus, a telephone survey would not have been a feasible method of collecting this type of data. This is an area of inquiry that could be possibly considered for a future study.

G. Assumptions

There are two main categories of assumptions that underlie this research study. These are: assumptions about the process of community development, (CD) and assumptions about community-based adult education.

The assumptions about CD are:

- a) CD is necessarily interdisciplinary in nature and thus concerned with the total of community life. This implies that an integral attempt is made to address the development of the human, physical, and organizational resources of a community. The overall aim is to meet its total needs, rather than concentrating on one particular aspect of the community.
- b) CD is concerned with both task and process goals; that is concerned with achieving certain concrete objectives and with strengthening the qualities of participation, self-direction, and co-operation among community members.
- c) CD is basically democratic in its philosophy. It allows for direct participation by any community member that wishes to do so, as opposed to primarily indirect participation through chosen delegates or representatives. Also encouraged is a substantial degree of freedom by individuals and groups in choosing and implementing strategies to meet community needs. This necessarily implies a considerable amount of decentralization in the decision-making processes of the parent organization.
- d) The development of a community can be facilitated in a number of ways, and adult education is one important technique in achieving this end.

The assumptions about community-based adult education (CBAE) intended to contribute to the development of a community hold that:

- a) The design of a CBAE program needs to be based on local conditions within the community. This means that relevant factors about the social, cultural, physical, and

economic environments must be used as a basis for developing a CBAE program.

- b) Community members must become actively involved, and participate in the program's development, planning, execution, and evaluation in order to establish the necessary sense of ownership and involvement in the CBAE program.
- c) A well-designed CBAE program must meet the "felt" needs and interests of community residents, as well as encourage the development of activities directed towards meeting long-term objectives.
- d) The expansion of an individual's consciousness, and power over himself, his environment, and his society must be the ultimate aim of adult education. The ideas and skills imparted by education should therefore be liberating ones. In this way, adult education while being a personal experience, is integrated with life and inseparable from it. Raising the levels of education of a community's adults is also an activity of social significance. It is the totality of community life that will ultimately be affected by the changes which education creates in its members.

H. Plan of the Thesis

This study is organized into 8 Chapters, followed by the appendices and bibliography. Chapter One presents an introduction to the research problem, and its significance. The objectives established for this study are discussed, and a brief outline presented of the research procedures that are used. The underlying assumptions and limitations are also stated. This chapter concludes with an outline or plan for the presentation of the thesis. Chapter Two provides an overview of the geography, climate, history, and economic base of Yukon Territory, the setting of the study. The characteristics of small, relatively isolated and culturally diverse northern communities such as those found in Yukon, are described. Based on these discussions, a number of important factors are identified that would have a strong influence on the development and delivery of adult education programs in these northern communities. Chapter Three is a review of literature relevant to defining and describing

communities, as well as approaches to CD. Selected concepts from Adult Education are combined with the material on communities and their development. Chapter Four reviews literature pertaining to the concept of Learning Centers. It focuses them as a distinct system of delivering community-based adult education programs and services. Chapter Five contains a description of the methods employed to design the study, as well as to collect the required data. Drawing on data collected as well as on the personal observations of the researcher, the physical facilities, as well as human and technological resources of the CLC's are described in Chapter Six. Chapter Seven is concerned with an indepth discussion and analysis of the data gathered on the operational and administrative processes of the CLC's in Yukon communities. Chapter Eight provides a summary of the research results. Using as a guideline the literature reviewed in Chapter Three and Four, an assessment is made of the contribution that the CLC's have made to the CD processes of Yukon communities. This chapter concludes with an outline of the manner in which this study has contributed to the existing body of knowledge relative to these subject areas, and finally, suggested areas for further research.

Chapter II

BACKGROUND TO THE STUDY

A. Geography and Climate of Yukon

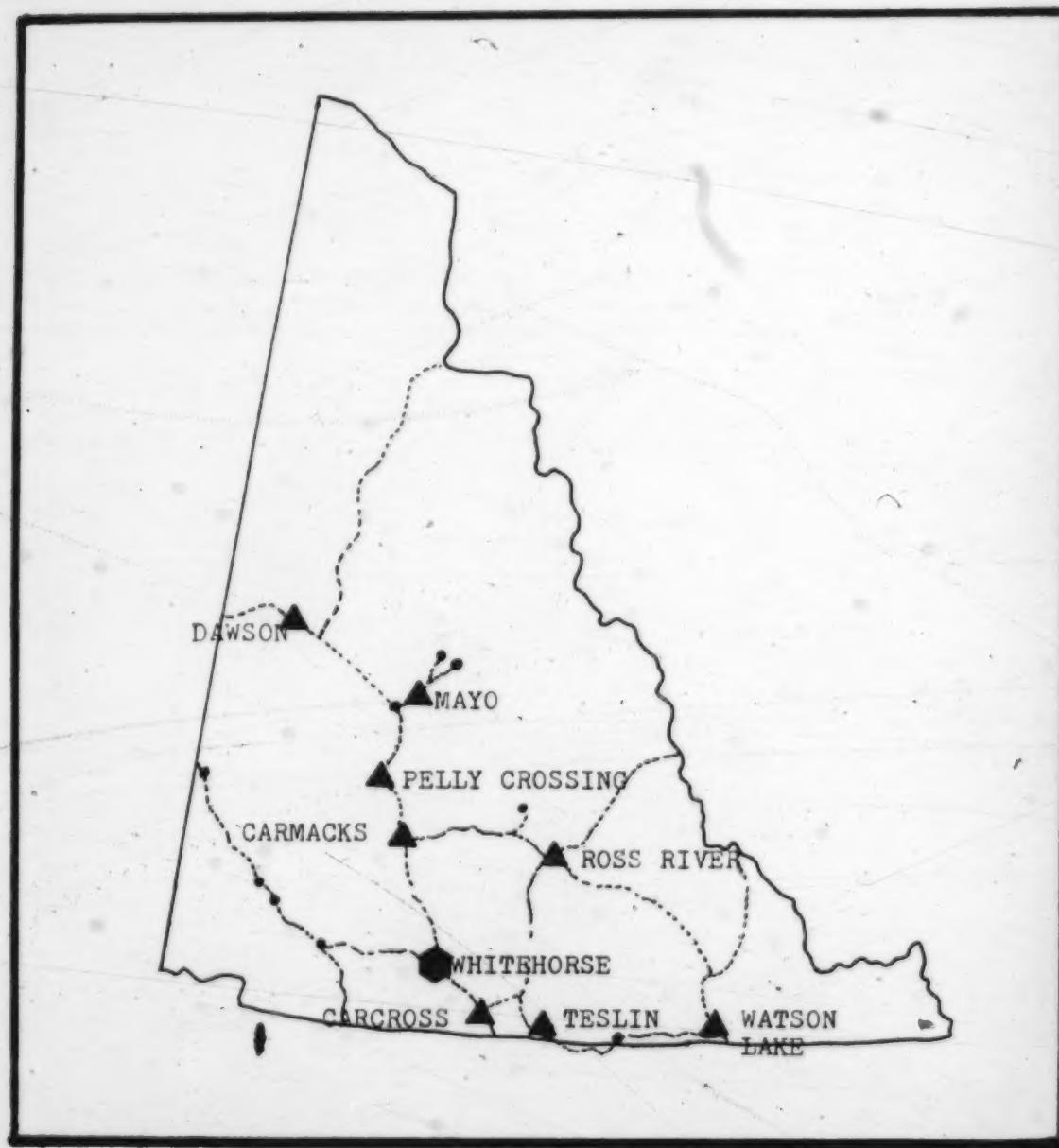
The Yukon Territory (Fig. II:1) nearly as large as the Maritime Provinces and Newfoundland combined, covers 482,515 square kilometers, or about 4.9 percent of the total land area of Canada. Its central geographic feature is the Yukon Interior Plateau, which ranges from 600 to 1000 M in elevation. As well as presenting significant barriers to travel outside Yukon, the numerous mountain ranges are the source of large mineral deposits.

The Yukon Territory is situated in the extreme northwestern part of Canada, and so lies in the Subarctic climatic zone. Its location and physiographic features make it subject to great yearly variations in temperature. The climate of Yukon is primarily characterized by long, cold winters with very short days. The short mild summers, have long, sunny days. Average annual precipitation is low, ranging from 230 mm annually in the north, to 430 mm in southern Yukon. The summer season is short in Yukon, but day length helps to somewhat offset the limited growing period. Dawson City in the west-central Yukon has almost 24 hours of daylight in late June, while Whitehorse further south has about 20 daylight hours during June. Most of Yukon also has permafrost to some degree.

B. History of Yukon

The Gold Rush of 1898 began the most recent era of Yukon's history. The history of Yukon's Native people however, pre-dates the arrival of non-Natives from Europe by nearly several thousand years. Gold was first reported in Yukon by the Hudson's Bay Company explorer, Robert Campbell at Fort Selkirk in 1850. This prompted prospectors and miners to enter the Yukon area. When gold was discovered in the Bonanza Creek area in 1896, the Klondike Goldrush began.

FIGURE 11:1
MAP OF YUKON TERRITORY



▲ COMMUNITIES THAT WERE THE FOCUS OF THE STUDY

Discoveries of other marketable minerals established mining as a strong and viable economic base for Yukon. In 1900, the Whitepass and Yukon Route Railway was established, connecting Whitehorse to Skagway Alaska. This subsequently made available access to Pacific Ocean transport facilities. Also, during 1942 and 1943 the Alaska Highway was built by the U.S. military, facilitating the exploration that led to significant mineral finds in Yukon. Most historians believe that the Alaska Highway had an even greater impact on Yukon's development than did the Gold Rush. By facilitating travel from southern areas of Canada, individuals and families intent on settling into the Territory came, setting up industries and service establishments for communities. The Alaska highway also opened up Yukon for the growth of tourism.

C. Economy

From the discovery of gold in the late 1890's to the present, the economic history of Yukon has followed a "boom and bust" cycle. For example, 1982 saw the shutdown of the Whitehorse Copper Mine, Cyprus Anvil's lead, zinc, and silver operation, and the United Keno Hill Mine. Consequently, the value of mining production fell from \$359.9 million in 1980, to \$58.8 million in 1983. Still today, Yukon has vast reserves of unmined minerals, and the discovery of new mineral resources is helping shape its economic future. Minerals which have been the mainstay of Yukon's economy include gold, silver, lead, zinc and copper, with smaller reserves of asbestos, coal, uranium, iron, nickel, tungsten, molybdenum, tin and barite also being found.

One of Yukon's most important resources, tourism is quickly becoming its primary industry. During 1983, 394,154 border crossings were recorded, and although many tourist related enterprises are seasonal, they are a significant boost to its economy. The largest employer and contributor to personal income is the Yukon government. The service and retail sector consisting mostly of small enterprises, is the second most active full-time employment sector in Yukon. The commercial fishing industry is at present relatively minor, employing

individuals on a part-time, seasonal basis. It is estimated though that between 15 and 20 percent of Yukon Natives are involved in subsistence fishing, with this considered to be an important part of their traditional culture. Trapping also provides a livelihood for a limited number of Yukon residents, primarily on a part-time basis.

At the present time, most of the Yukon's food is imported. Because of its short growing season and frequent summer frosts, most field crops do not ripen. The cost of raising livestock is high as open grazing is limited and long periods of wintering indoors are essential. Garden crops are grown to some extent, but once again because of summer frosts, yields are uncertain. In many parts of Yukon however, tomatoes, cucumbers, and bedding plants are grown in greenhouses. Potatoes, carrots, and other cool-season root crops grow around Dawson. With a newly established Department of Agriculture and Renewable Resources, it is expected that the potential of Yukon becoming partly self-sufficient in certain agricultural products will be more closely explored.

D. Characteristics of Yukon Communities

The foregoing brief overview of the history and the economy of the Yukon territory establishes that a number of different types of communities developed over the years. These varied according to their location, history, and economic base. Duerin (1981) divided Yukon communities into four separate categories. These were: a) those formed as single resource towns and deriving a livelihood from mining, b) those linked to resource or tourism based economies by way of industry, service, or employment provision, c) those settlements situated on, or close to the Alaska, and other highways, primarily providing services to travellers, and d) isolated Native communities, supported largely by subsistence fishing and hunting activities, as well as social assistance payments.

The Yukon communities which are the focus of this study, can be classified into categories b) and c) above. All are located on major highways and are linked to resource and/or tourism based economies. These communities also have a number of characteristics in

common with other small and relatively isolated settlements located in Canada's northern regions. The characteristics that are selected for discussion in this chapter have two specific criteria. Firstly, they provide an overview of potential problems as well as promises for the development of these Yukon communities. Secondly, they outline a number of factors that need to be considered in designing a comprehensive community-based adult education system.

Isolation and Small Populations

Yukon Territory itself is more isolated from large population centers than any other region in Canada, with the exception possibly of the Northwest Territories. It is isolated by long distances - both by road and air, by geographical features - mountains and vast areas of relative wilderness, and by political boundaries (Ingram et al., 1979). Most Yukon communities are located a long distance from Whitehorse as well as other population centers (Table II:1). Travel by road or by air among communities is relatively easy, but it is costly. Thus, individuals who do not have the economic means very rarely travel outside of their respective communities.

As well as being widely dispersed throughout the Territory, Yukon communities have small numbers of residents (Table II:2). In 1985, Yukon had an estimated total population of 25,281. Roughly 71%, or 17,976 individuals lived in Whitehorse, with the remaining 29% of Yukon's population living in rural communities.

Social Dualism

In Yukon, two types of dichotomies are evident. The first of these is the division between Whitehorse and the rural communities. The population of Whitehorse consists primarily of young, well-educated, upwardly mobile people (Ingram et al., 1979). Most of the Territorial as well as Federal Government offices are located here. The same is true of business enterprises, stores, and industries. Whitehorse itself is a city, with the services, amenities, and advantages of an urban center. Thus, the majority of the Territory's

TABLE II:1
DISTANCES FROM SELECTED COMMUNITIES TO WHITEHORSE

COMMUNITY	KM. TO WHITEHORSE
Carcross	74
Carmacks	176
Dawson City	536
Mayo	407
Pelly Crossing	282
Ross River	404
Teslin	182
Watson Lake	456

TABLE II:2
HEALTH CARE POPULATION ESTIMATES BY COMMUNITY
DECEMBER, 1985

COMMUNITY	POPUL'N	COMMUNITY	POPUL'N
Beaver Creek	92	Mayo	486
Burwash Landing	86	Old Crow	266
Carcross	297	Pelly Crossing	208
Carmacks	414	Ross River	378
Dawson City	1,548	Tagish	125
Destruction Bay	83	Teslin	400
Elsa	377	Watson Lake	1,581
Faro	326	Whitehorse	17,976
Haines Junction	530	Other	108

Source: Gov't of Yukon, Yukon Statistical Review: Fourth Quarter, (1985:2).

political, economic, educational, and human resources are centered in Whitehorse.

The isolation of communities socially, politically and geographically from Whitehorse has led to the development of a widespread attitude of indifference towards political participation in rural areas. This attitude is further complicated by the prevalent belief in paternalism, or holding government agencies responsible for solving community problems. Lotz (1977) suggests that when not involved or informed, people show a tendency towards misunderstanding the proposals and actions of government. In the Yukon communities visited,

the researcher observed widespread distrust and suspicion of centralized government agencies. "Many residents of the outlying areas believe that people in Whitehorse get everything and control everything. Although they do not like this state of affairs, many have grown to accept it as inevitable" (Ingram et al., 1979:104).

As well as the perceived psychological and physical distance between Whitehorse and communities in the outlying areas, there is a further division within the communities themselves. This is the apparent social and physical separation between Natives and non-natives sharing a settlement. In Yukon, Natives comprise 17.5% of the total population (Statistics Canada, 1981). The communities themselves have varying portions of the population that are Native (Table II:3). "The differences in lifestyles and aspirations between Natives and non-Natives are as real, if not more so in Yukon as they are in any of the other provinces" (Ingram et al., 1979:104). These differences also contribute to a sociological gap between the two cultures. Natives and non-Natives generally have differing views of the world, thus negative stereotyping of Natives tends to be widespread. Language barriers contribute to further misunderstandings. In Yukon as well as elsewhere, Natives have become alienated from their own culture, and yet unable to fully integrate into non-Native society.

The fact that in most Yukon communities Native and non-Native people live in close proximity and interact with one another also creates certain problems. Poverty tends to be widespread, especially among those people of Native origin. This places the majority of Native individuals in a lower economic class. Also, there is a prevalent belief among non-Natives that Natives have everything given to them without working for a living. These tensions create an atmosphere of mutual distrust, suspicion, and jealousy among Natives and non-Natives alike. It is therefore difficult to engage the participation of both of these groups in co-ordinated community activities. Ineffective and inadequate communications among these groups results in the inability to act cohesively on common community problems. These problems do include issues such as improving community life, and providing quality education for children as well as adults.

TABLE II:3
NATIVES AND NON-NATIVES AS A (%) OF TOTAL COMMUNITY POPULATIONS

COMMUNITY	NATIVE	% NON- % NATIVE
Carmacks	49.0	51.0
Dawson City	28.7	71.3
Mayo	47.5	52.5
Teslin	68.9	31.1
Watson Lake	16.0	84.0
Whitehorse	10.6	89.4
Other	36.9	63.1

Source: Gov't of Yukon, Yukon Statistical Review: Fourth Quarter, (1985:12).

Economic Issues

It is not only the political power of the territory that is concentrated in Whitehorse, the economic power is as well (Table II:4). The falling price of metals and minerals on the world market, as well as the depletion of these resources in Yukon has over the past few years severely affected the economy. Many communities that had previously serviced the mining industry were severely affected. In December 1985, mining employed only 5.2% of the workforce. The largest employers remaining in Yukon were the government and the service sectors, engaging respectively 39.8% and 41.7% of the workforce (Yukon Statistical Review, Fourth Quarter, 1985). There is relatively little paid year-round employment in most areas of Yukon. Many of the businesses in Yukon communities employ residents only on a seasonal basis. Due to the lack of locally available skilled labour, often these employment opportunities are filled by individuals from outside of the communities.

One of the most evident characteristics of these communities is the poverty experienced by many people, especially, but not exclusively those of Native origin. In some of these communities, the majority of families live on an income derived from welfare payments, or low-wage seasonal Canada Works programs. The dependence on these as a source of income creates a false albeit inadequate economic base in the community. This often results in

TABLE II:4
NUMBERS OF BUSINESSES BY COMMUNITY

COMMUNITY	NO OF BUSINESSES	COMMUNITY	NO OF BUSINESSES
Beaver Creek	8	Mayo	20
Carcross	11	Old Crow	9
Carmacks	18	Pelly Crossing	4
Dawson	68	Ross River	25
Elsa	4	Teslin	24
Faro	37	Watson Lake	99
Haines Jct	33	Whitehorse	1,135

Source: Gov't of Yukon, Yukon Business Profiles, (1985:6).

inadequate housing and overcrowding, particularly acute for both single and married adults. The limited purchasing power of individuals and families is manifested as a low or subsistence standard of living. This in turn results in a low demand for the products of business and industry as well as the services of others. Movement away, in search of better opportunity often drains the community of its ablest people, particularly its promising youth. Yukon communities can thus be classified as economically depressed areas (Sheppard, 1969).

Social Processes and Problems

The description of a community (as discussed in Chapter III) makes it clear that it consists of more than merely a number of individuals living in a specific geographical locale. The community is active, and these activities are carried out by community residents in order to meet their basic needs. This ongoing life of the community or its "social processes" (Olsen, 1954:60), are maintained by its members. When these social processes fail to function effectively, social problems result.

The ability of its able-bodied members to make a living is vital to a community's well-being. Many crucial problems result from the inability of families or individuals to do so. High rates of unemployment such as 16% of Yukon's workforce in December, 1985 (Gov't of

Yukon,1986:15) and widespread poverty perpetuated attitudes of frustration, apathy, and a lack of identity among community residents. "Community life is sometimes lived beneath an almost palatable shroud of indolence, neglect, and hopelessness" (Ingram and McIntosh,1983:4).

A great problem in many remote northern communities is alcoholism, documented as a manifestation of various deep-rooted personal and social problems. Although more has been written about Native people's problems with alcohol, it is significantly abused by non-Natives as well. Thus, the prevalence of many alcohol related crimes, ranging from petty theft, to domestic disputes and violent confrontations, produces a crime rate considerably above the Canadian average. Another manifestation of social problems are the high rates of suicide, juvenile delinquency, family break-down, and illegitimacy in northern communities. In most of these rural areas, there are virtually no government support services available for individuals and families in crisis or in need. Inadequate recreational facilities and planned activities for all community residents can contribute further to undesirable social behavior as well as widespread drug and alcohol abuse, particularly among youth.

The maintenance of life at levels below effective standards of physical well being claim a heavy toll in community life. High mortality rates due to disease and accidental causes reflect failure of a community to take effective action in establishing safe and healthful conditions. Inadequate education for healthful and safe living and a lack of hospital and medical services may also be prevalent. Northern communities are also somewhat notorious for housing, sanitation, and water quality being well below southern standards. Factors such as these can contribute further to a variety of health problems. "The statistics of many health indexes show that death rates, T.B. rates, and poor nutrition and sanitation standards result in northern populations being considerably less healthy than average Canadians" (Ingram and McIntosh,1983:31). This creates further problems such as poor school attendance and performance, a high absentee rate for workers, and poor performance on the job.

Educational Levels

Statistics Canada considers adults to be functionally literate once they have achieved a Grade 9 level of education. According to a recent survey, it is estimated that the illiteracy rate in Canada is approximately 20% (Southam News, 1987). Rural areas, were found to have a higher percentage of functionally illiterate adults than larger urban centers. The 1981 Census gives an indication of estimated literacy levels in Yukon (Table II:5). The actual levels of literacy at which adults can function with confidence may however be significantly lower than statistics indicate. It is a matter of pride and dignity to admit that one has less than a grade 9 level of education. The fear of being regarded as illiterate, and thus incompetent to handle one's affairs may lead to a somewhat inaccurate reporting of academic levels of achievement. A phenomenon known as a "social pass" can also contribute to the inability of adults to function at a level consistent with a specific grade of educational achievement. Students who have failed a grade are placed into the next grade because of their age, not because they have mastered the necessary skills. Thus often, students are advanced in the school system until they reach the age of 16.

Another factor contributes significantly to the poor quality of elementary education received by many Yukon community residents. Until recently, many communities did not offer classes higher than a grade 6 or grade 8 level of schooling (Table II:6). Sharp (1985:92) provides insight into the characteristics of the rural teaching force in Yukon communities.

Teachers in rural communities are typically younger, more mobile, and have less teaching experience in Yukon than National norms. A number of teachers new to communities said they regarded their rural placement as a step toward getting a Whitehorse teaching position ...

He goes on to say that recent studies on effective schooling cite the ethos of a school as the single most important factor in pupil's achievement. "Ethos is the character of social organization to which principals, teachers, students, and communities contribute, and is an indicator of school/community relationships" (Sharp, 1985:90). In rural settlements, the attitudes of the school and community appear to be closely linked with one another through

TABLE II:5

EDUCATIONAL LEVELS OF RESIDENTS IN SELECTED YUKON COMMUNITIES AND WHITEHORSE

LOCATION	POPULATION	LESS THAN GRADE 9(%)	LESS THAN GRADE 12(%)
Carmacks	165	27.0	27.2
Dawson City	530	18.9	26.4
Mayo	305	27.9	42.6
Teslin	230	28.0	34.8
Watson Lake	505	13.9	31.7
Whitehorse	11,030	8.4	27.1

Source: (MacIntyre, 1985:4).

TABLE II:6

HIGHEST GRADE OF SCHOOL AVAILABLE IN YUKON COMMUNITIES 1977-1984

COMMUNITY	1977	1978	1979	1980	1981	1982	1983	1984
Carmacks	10	10	10	10	10	10	10	10
Carcross	6	6	7	9	9	7	9	9
Dawson	12	12	12	12	12	12	12	12
Mayo	12	12	12	12	12	12	12	12
Pelly Crossing	6	6	8	9	9	9	9	9
Ross River	10	10	10	10	10	10	10	10
Teslin	10	10	10	11	12	12	12	10
Watson Lake	12	12	12	12	12	12	12	12

Source: Sharp, Robert (1985:52).

proximity. Community characteristics, housing environment, perception of teaching conditions, and placement and hiring procedures were factors that influenced teacher residency. "The length of time a teacher lives in a rural community is positively correlated to composite of student performance factors" (Sharp, 1985:96). Therefore, the relatively transient and inexperienced teaching staff in many Yukon communities may negatively influence student achievement levels.

If higher grades were not available in a community, students were, and still are, sent to residential schools in Whitehorse. Rural students living away from home are faced with

many circumstances which can be detrimental to their academic success. The most important of these is that parental as well as peer and community support systems are absent. "This appears to be a major factor contributing to instances of loneliness, homesickness, and the sense of aimlessness reported by rural students attending school in Whitehorse" (Sharp, 1985:27).

Although significant numbers of adults in Yukon communities may not have achieved a grade 9 level of schooling, many adults residing in rural areas do have highschool and postsecondary educations. Others are one or two subjects short of completing a specific grade. Yukon's population is small when compared to other political jurisdictions in Canada, but the educational characteristics, interests, needs, and aspirations of the people and of the communities are just as diverse as those in southern Canada. The previously outlined characteristics of Yukon communities were gathered from a review of literature, as well as the researcher's experience as a Yukon resident. Data collected from community members (Table II:7) to a large extent support the previously outlined observations on Yukon communities.

TABLE II:7

RESIDENTS' PERCEPTIONS OF SELECTED ASPECTS OF
YUKON COMMUNITY LIFE
(N=100)

VARIABLE	RATINGS (%)				
	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
quality of medical care	4	10	39	39	8
quality of police protection	11	22	47	20	1
friendliness of people	13	20	28	32	7
as a place to raise family	8	24	34	24	10
quality of recreation and entertainment	3	8	19	32	38
community spirit and pride	4	13	38	32	13
satisfaction of residents	0	10	50	36	4
quality of education for children	6	10	36	38	10
equality of opportunity	1	11	45	33	8
quality of adult education	3	15	47	26	9
your satisfaction with living here	10	20	43	23	4

Chapter III

LITERATURE REVIEW: COMMUNITIES AND THEIR DEVELOPMENT

A. Perspectives on Community

Community as a Social System

Even though there are many contributors to the social systems concept, the two main sources used to examine a community from this perspective are R. Warren (1971) and C. Loomis (1960). The concepts covered by these two authors were found to be particularly applicable to the description of rural communities. Warren (1971:9), defines "communities" as "... a combination of social units and systems which perform the major social functions having locality relevance". He identifies these social functions or processes as being necessary to perform day to day living activities for its members. These include the production, distribution, and consumption of goods; socialization, communication, social participation, decision making, and mutual support. These activities are carried out within a network of social systems or units. A "social system" is defined as:

... a structural organization of the interaction of units which endures through time. It has both internal and external aspects relating the system to its environment, performing a function called boundary maintenance. It tends to maintain an equilibrium in the sense that it adapts to changes from outside the system in such a way as to minimize the impact of the change on the organizational structure and to regularize the subsequent relationships.

(Warren, 1971:136)

Each social system in turn is made up of units, which can range from the individuals who make up a family, to groups of people with shared interests, identities and attitudes, interacting frequently and continuously over time (such as formal or informal clubs, groups, organizations, and agencies). These units making up a community interact among themselves and with other units outside of the community. This forms both internal and external linkages in a community.

Different subsystems within the community are often linked vertically to other systems outside of the community itself. Examples of vertical linkages include local government departments to district, provincial, and national headquarters, or local schools to provincial departments of education. These vertical patterns are usually highly structured and bureaucratically oriented. Horizontal linkages of systems are primarily within the community itself, and are generally more informal and not rigidly structured. Examples of these linkages are community clubs, and even groups and cliques as well as relations among neighbours and families. The relationships among interacting units in a community are maintained by both formal and informal means. The formal ways include local political and government systems, the mass media, local or national community organizations, special interest groups, and also the family unit. Informal interactions based on individual friendship patterns also maintain certain relationships among community members.

Once a community has been defined as a combination of social systems which interact with one another, it can be seen that all social systems have certain structural elements. Beal (1967:7-9) uses these elements to analyze and describe the interactions among members of a social system. The nine elements are:

1. End (goal or objective) - what the members hope to accomplish through the social system.
2. Facility - the means the social system has to reach its 'ends'
3. Norm - the standards of accepted behavior and actions governing the members
4. Sanction - rewards and penalties used by social system to maintain conformity in 'ends', 'facilities', 'norms', and other elements
5. Status-role - a set of expectations for individuals occupying certain 'positions' within the social system
6. Rank - relative status of members in the social system
7. Power - capability to control the actions of others--exercised by some members over others
8. Belief (knowledge) - the perceptions of members--their knowledge of the world
9. Sentiment - the feelings and attitudes of members--their beliefs (in the usual sense of the word).

According to the social systems concept then, "community" has a permanence, and is the focus for social life. It establishes a framework that gives people a sense of security and social

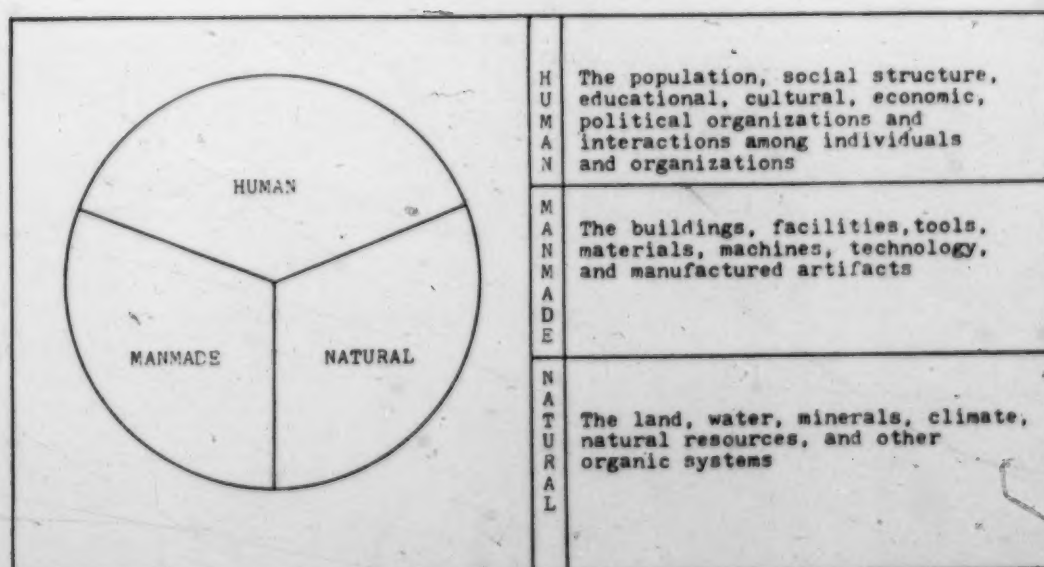
focus for social life. It establishes a framework that gives people a sense of security and social belonging, and communities themselves a viable and dynamic existence.

The Ecosystem Model of Community

The social systems approach gives only a partial understanding of the complexity of the concept of "community". For the purposes of facilitating the subsequent discussion of community development (CD), the ecosystem model of a community (Fig. III:1), adapted from Alchin and Decharin (1979:85) is a useful one to consider. This model views a community's ecosystem to be made up of three distinct yet interacting parts. These are: the human element (viewed as the principal organic system); the manufactured component, as well as the natural elements (which make up the environmental system of the community's ecosystem).

FIGURE III:1

THE COMMUNITY ECOSYSTEM



The 'human' component of the community's ecosystem develops certain social, as well as economic, political, educational, and religious organizations and institutions. Through these organizations and institutions, a certain body of knowledge is developed, stored, and transmitted from one generation to the next. People also invent, build, organize, and manage structures, machines, and tools in order to obtain, distribute, and utilize resources. These inanimate objects comprise the 'manufactured' component of the ecosystem, and can be categorized according to their relationships to the human sector. The 'natural' component of the community's ecosystem provides the space, food, and materials with which the population is sustained, and the manufactured goods created. In a given community then, the human, manmade, and natural systems are necessarily interdependent and interrelated by way of a number of existing linkages and networks. The systems, (be they social, economic, political, educational or religious) are created and maintained by the human element, and receive certain inputs of resources from the environment. These resources then are converted to outputs of goods and services which are in turn, distributed for consumption.

Implications for Community Development

The ecosystem model of a community as discussed by Alchin and Decharin (1979) provides a useful basis for examining the process of community development. The social systems model is in fact a part of this concept. In viewing the community as an ecosystem, it necessarily follows that an alteration in, or addition of resources to anyone of the component systems will have a direct effect on each of the other elements as well. The net result will thus be a change in the entire ecosystem of the community. In terms of this model, the development of a community requires a change in the kind, availability, and/or distribution of goods, services, and resources in a community. Resources, can include human, physical, or organizational ones (Connor, 1971). This change in turn creates an alteration in the existing management of and relationships among the various elements of the community's systems. This alteration when considered beneficial, is referred to as community development.

B. Community Development in Concept

In order to facilitate a discussion of the role of adult education in influencing the development of communities such as those found in the Yukon, it is necessary to first briefly discuss what is meant by the term 'Community Development' (CD). Definitions of this term have been numerous, and often based on the mandates and characteristics of the agencies involved in CD efforts, as well as the goals they pursue. For the purposes of this study, the following composite definition of CD will be used. "Community Development is an , educational-motivational process by which the efforts of the people themselves, are united with those of governmental authorities to improve the economic, social, cultural and political conditions of communities." Theoretical formulations and definitions of CD are possible on a number of levels; ranging from largely administrative and action oriented, to primarily conceptual in nature (Sanders, 1958). These concepts are neither "right" nor "wrong", but rather represent the diversity and complexity of this term. In reviewing existing literature, it can be concluded that there are four commonly accepted meanings for the concept of CD:

... first as a process, with a focus upon sequences of interaction as it progresses by stages from one condition or state to the next ... second, as a method, as a means to an end; a way of working so that a goal is attained ... third, as a program, consisting of a set of procedures as well as content ... and fourth, as a movement, involving personal commitment, and a personal dynamic ...

(Sanders, 1958:5)

These are coupled with the understanding that CD is viewed as a manifestation of democratic beliefs and a means of attaining fulfillment of basic social values (Biddle and Biddle, 1967).

The first of these, CD as a process will be emphasized in the discussion to follow because it does provide the general basis for, and integrates the other conceptions of community development.

This approach is an orderly manner of proceeding to improve the community through the united efforts of the people in carrying out their plans and programs ... These important aspects of CD together provide a generally acceptable definition of the process; they are: (1) community as the unit of action; (2) community initiative and leadership as resources; (3) use of both

internal and external resources; (4) inclusive participation; (5) an organized, comprehensive approach that attempts to involve the entire community; and (6) democratic, rational task accomplishment.

(Cary, 1970:2)

The term "development" also necessarily implies change, and CD should also bring about progress, and positive changes that need to be welcomed and supported by members of the community. Thus, programs that are based on an analysis of communities and their existing natural, human and manufactured systems and dynamics will have a greater chance of success. Social change and development invariably involve an alteration of the structure and function of the social systems of a community. It is thus very crucial to provide for the meaningful involvement of community residents in the process of CD. The process of involving the community can take many forms, and these depend largely on the approach that is being used to facilitate development.

C. Approaches to Community Development

It is the author's belief that there exist a number of diverse, and certainly valid approaches that can be used to aid in the development of a community (Table III:1). Not one particular approach applies under all circumstances. These CD efforts usually reflect certain underlying values and assumptions that have been selected by either the sponsoring agency, or the people that are involved. Thullen and Cary (1973) have proposed a classification of various methods of CD that are being used, or have been used in the past.

This simplified although comprehensive system of classification is useful for examining the effects that CLC's have had on the development of Yukon communities. These various approaches to CD have different underlying assumptions, different strategies used to achieve their objectives, and different expected outcomes. The physical, human, and organizational resources that CLC's have contributed to Yukon communities have also been diverse. Every resource has the potential for contributing to a different aspect of the development of a community. Using a number of approaches classified by Thullen and Cary

(1983) as well as a review of CD literature, the researcher has summarized this information, and presented it in Table III:1. The categories included and authors reviewed have a direct bearing on the study of CD in small and relatively isolated communities such as those found in Yukon.

TABLE III:1
APPROACHES TO COMMUNITY DEVELOPMENT

APPROACH	UNDERLYING ASSUMPTIONS AND PRINCIPLES	ANTICIPATED CONSEQUENCES	METHODS USED TO ACHIEVE GOALS	EXAMPLES OF CD EFFORTS IN THIS CATEGORY	AUTHORS REVIEWED
The "Community" Approach	- in order for progress to be made in a given situation, the whole community needs to be involved.	- new attitudes and skills of democratic participation can be learned and utilized by community members	- social and recreational activities are combined with an educational component - clubs, councils, co-operatives, and community centers are organized.	- Antigonish Movement of 1920's, where Coady organized fishermen's co-ops in the Atlantic Provinces - community action groups such as Co-operative, and Consumer Groups - Agricultural Extension efforts in Canada & US	Cary (1973) Laidlaw (1961)
The "Education" Approach	- education can liberate individuals from the restraints and limitations of ignorance and dependency - because all people are capable of thinking rationally and logically, with enough knowledge or education, they can approach community problems in a rational way, and solve them.	- it aims at the formation of individuals with new skills, attitudes, knowledge, and goals. - this expansion of consciousness enables individuals to gain power over themselves, their environment, and their society.	- seminars and workshops for interested individuals - information sessions designed to educate community members about current issues.	- university extension and college programs - data banks, surveys, and research projects that bring information about community problems to its citizens.	Schramm (1964) Freire (1972) Roberts (1982)

TABLE III:1 (Continued)

APPROACH	UNDERLYING ASSUMPTIONS AND PRINCIPLES	ANTICIPATED CONSEQUENCES	METHODS USED TO ACHIEVE GOALS	EXAMPLES OF CD EFFORTS IN THIS CATEGORY	AUTHORS REVIEWED
The "Human Resource Development" Approach	- if individuals are assisted in developing their full potential, then invariably the community will also develop.	- the knowledge, skills, and capacities of all people in a society are increased. - people can lead fuller lives socially and culturally; an accumulation of skilled human capital aids in economic development; in political terms adults become fully functioning members of their community and of society as a whole.	- combination of education and training programs. - self-help and support groups addressing specific problems - general interest and personal development programs.	- all adult education programs can be in this category	- Harbison and Meyers (1964) - Roberts (1979) - Connor (1968) - Biddle and Biddle (1967) - Benne (1961)
The "Community Facilities Improvement and Physical Development" Approach.	- most communities lack a number of basic proper facilities and services that residents need.	- results of programs are manifested as physical structures.	- these facilities are used by community residents to improve their lives, and the community itself.	- highly action and technology oriented, i.e., schools, community halls, recreational facilities, health and medical as well as police and fire protection services and facilities.	- Connor (1971) - Christenson and Robinson (1982)

TABLE III:1 (Continued)

APPROACH	UNDERLYING ASSUMPTIONS AND PRINCIPLES	ANTICIPATED CONSEQUENCES	METHODS USED TO ACHIEVE GOALS	EXAMPLES OF CD EFFORTS IN THIS CATEGORY	AUTHORS REVIEWED
The "Economic Development" Approach	- ours is a society based on a monetary economy - without sufficient economic resources, members of our society can not supply themselves with all the necessities of life. - therefore a monetary income is of paramount importance.	- problems of poverty and the unequal distribution of resources in the community can be reduced if its citizens have gainful and financially rewarding employment. - as the tax base is increased, more services can be made available to a community.	- emphasis is on agricultural and/or industrial expansion - strategies such as job training (programs) and skills development for gaining employment are used.	- industrial and economic development projects. - incentives for small businesses	Tumen (1958) Malenbaum (1960) Mosher (1966) Moore (1963)
The "Regional Development" Approach	- most problems are too extensive to be solved by individual communities themselves. - therefore not only communities, but also regional and national organization must work together to solve these problems.	- the success of local efforts of development is increased as expertise and capital are introduced. - harmony and co-operation, as well as open lines of communication among agencies is increased. - as a region develops, so do the communities in it benefit.	- programs import capital and technology into a community or disadvantaged region to aid in the development of locally available human, material, and physical resources.	- ARDA programs - DRIE development projects in depressed regions - bringing of large industries to disadvantaged areas - development of tourist facilities to provide employment and increase a region's economic base.	Christenson and Robinson (1982) Lotz (1977) Viial (1967)

TABLE III:1 (Continued)

APPROACH	UNDERLYING ASSUMPTIONS AND PRINCIPLES	ANTICIPATED CONSEQUENCES	METHODS USED TO ACHIEVE GOALS	EXAMPLES OF CD EFFORTS IN THIS CATEGORY	AUTHORS REVIEWED
The "Power Structure" Approach	- development efforts are targeted at powerful or influential members of a community. - most community problems can be solved by identifying, and enlisting the support of these individuals.	- community leaders, once given the appropriate support, can gain the capacity for deciding what needs to be done to improve the situation, as well as a knowledge of the resources available. - a more equitable distribution of and access to goods and services by these segments of the population. - provides disadvantaged with economic, social, and political power to eventually change circumstances in their lives and communities.	- planning and development efforts that solicit input and suggestions, as well as legitimation and assistance from community leaders.	- training for local community boards - public forums and meetings - public participation on governing boards and committees.	Lamble and Peterson (1983) Howard (1984) Connor (1968)
The "Helping the Disadvantaged" Approach	- the economically, socially, educationally and politically disadvantaged members of our society have not been able to develop their potential, largely due to circumstances beyond their control.	- a more equitable distribution of and access to goods and services by these segments of the population. - provides disadvantaged with economic, social, and political power to eventually change circumstances in their lives and communities.	- highly people oriented approach. - priority placed on awakening the interest and involvement of the disadvantaged. - activities are provided that allow these individuals to relate to others in a positive manner, and co-operate towards achieving common goals.	- "War on Poverty" campaigns - social service programs - food banks - development of advocacy groups among the disadvantaged	Biddle and Biddle (1967) Jakubauskas and Baumel (1967) Sheppard (1967) Lewis (1971) Feasler (1976) Miller (1967)

An examination of the various categories of CD summarized in Table III:1 indicates that to all of these approaches, there is one important common element: that of adult education or training. For example, in the "Helping the Disadvantaged" and the "Human Resource Development" approaches, training programs are aimed at those sectors of society who are in need of skills to enable them to develop their full potential. The same applies for training in employment related skills in the "Economic Development" approach. The training of community leaders is emphasized in the "Power Structure" approach to CD. Even in the "Community Facilities Improvement, and Physical Development" approach, local residents are often recruited and trained for building these structures. The development of the human, manufactured, or natural component systems of a community thus invariably involve the development of its residents. Whether an individual wants to improve the quality of leisure, to improve job skills, or to improve his ability to handle social roles, often enough adult education programs can help achieve these goals.

D. Adult Learning in CD

Education is viewed by many as being an on-going, lifelong process. It is necessary to regard it as extending beyond childhood and youth, into adulthood. Because of the rapid changes in our society, as well as changing demands on individuals at different periods in their lives (Levinson, 1978), adults need to develop the capacity for adjusting constructively to changing social roles, and circumstances in their lives. Adult education programs can assist adults in achieving this ability. This can be implied from the following definition:

Adult education is a process whereby (adults) undertake sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, skills, understanding, appreciation, and attitudes; or for the purposes of identifying and solving personal or community problems.

(Smith et al., 1970:47)

If CD is equated with knowledge, control, and development of one's environment, then it is necessary to also consider the importance of the need for self-knowledge, self-control, and

self development of the communities' residents.

The relationship between adult education and CD may be found along the continuum which extends from learning about oneself, one's group, and one's environment, to action and evaluation.

(Roberts, 1979:35)

Most theorists claim that adult education is different than training for children and youth. As people mature, they develop a number of characteristics that redefine their self concepts and their orientations towards learning. Knowle's theory of andragogy (1970), outlines five basic assumptions which distinguish adult learning from the education of children. They are:

- a. As a person matures, his self-concept moves from that of dependency towards autonomy or self-directedness ...
- b. Maturity brings an accumulated reservoir of experience that becomes an increasing resource for learning ...
- c. As a person matures, readiness to learn is increasingly oriented towards a person's social roles ...
- d. As the person matures the orientation towards learning becomes less subject centered and increasingly problem centered ...
- e. Although adults respond to some external motivators, the most powerful motivators are the intrinsic ones ...

A number of authors view adulthood as being divided into distinct stages. Each of these time periods requires changes in an individual's social roles and responsibilities. Often enough these transitions motivate adults to seek learning opportunities to assist them in coping with these changes.

Categories of Adult Education Programs

Educational programs for adults can be both formal and non-formal learning opportunities. They can occur in organized settings, or be self-directed. In fact, Allen Tough (1967:43) proposed that up to 80 percent of an adult's learning efforts consist chiefly of self-planned and self-directed learning activities. He concluded that "many of these projects formed an extremely important part of the subject's life and dominated his time and thought for even weeks or months." The examples of formal educational programs cited in this

sections are merely used for illustrative purposes. Self-initiated and independent learning efforts would certainly fit the categories outlined.

Adapted from Roberts (1982:31) a continuum (Fig. III:2) maps out a number of basic objectives of adult education:

FIGURE III:2

CATEGORIES OF ADULT EDUCATION PROGRAMS

REMEDIAL ► COPING ► PERSONAL DEVELOPMENT ► SOCIAL DEVELOPMENT

"This continuum extends from what may be considered a condition of inadequate functioning in terms of the expectations of the dominant culture, toward a condition of adequacy, fulfillment, and social responsibility." (Roberts, 1982:31). In order to develop a fuller understanding of how adult education programs can be linked to adult development, a brief interpretation of the terms along this continuum is useful.

"Remedial" programs of adult education are primarily designed to make up for a deficiency in formal schooling. These programs are necessary for adults who for a variety of reasons have not acquired the basic literacy and numeracy skills necessary to function effectively in society. For the most part, these skills are acquired through programs of adult literacy, English as a Second Language, Academic Upgrading, and Adult Basic Education programs. Many programs of this nature also involve a "Life Skills" component. Precisely defined, these are "problem solving behaviors appropriately and responsibly used in the management of personal affairs" (Himsl, 1973:13).

There is not necessarily a clear line between adult education of a remedial nature and "coping" programs, designed to help adults cope with existing and changing conditions in their lives. These educational programs can aid people in dealing with changes brought about by personal problems such as family breakdown, the death of a relative or friend, or a lack of assertiveness or communications skills. Role changes in one's life, such as from worker to

supervisor, from single person to parent, from homemaker to second income earner can also motivate adults to seek these educational opportunities.

The distinction between coping and "personal development" programs also is not clearly defined. "The difference conceptually, can be related to Maslow's hierarchy of personal needs" (Roberts, 1982:33). Learning directed at coping is at the level of meeting one's needs for economic, social, and psychological security. Programs of personal development however extend beyond those skills adequate for survival and social acceptance. Subjects such as self-awareness, life-planning, and explorations of consciousness can address meeting one's needs for esteem and self-actualization.

Certain educational programs such as those for "social development" are aimed at increasing individual self-knowledge, as well as the changing of existing social relationships and structures. "Social development in this context is taken to mean the development in a positive and nurturing way of social institutions and changes in relationships among them, between them, and individuals in society" (Roberts 1982:33). The perspective of this type of education is that of outward development. It begins with the individual, and extends that learning into their environment. What adults want and need to know and learn is however largely generated by the social milieu in which they live. For many individuals living in rural and northern areas, such as Yukon, their environment and social milieu is their community. Therefore education for social development can be identified as that learning which has as its focus community improvement. Also, it is learning that occurs as adults perform their roles as community members. Some of the terms used for this category of educational program is "community education", and "community development."

The development of a community thus involves the development of its residents. Adult education is viewed by many as one important method of achieving this end. Educational programs designed to aid in the development of communities are generally classified as "developmental" (Boyle, 1981) or "problem centered" (Farmer, 1974). As can be expected, education for development must necessarily meet a number and diversity of learning

needs for its adult residents. Coombs and Ahmed (1954:15) group educational needs for rural development into four main categories:

- 1) General or Basic Education: literacy, numeracy, and an elemental understanding of the sciences ...
- 2) Family Improvement Education: designed primarily to impart the knowledge, skills, and attitudes useful in improving the quality of family life ...
- 3) Community Improvement Education: designed to strengthen local and national institutions and processes ...
- 4) Occupational Education: designed to develop particular knowledge and skills associated with various economic activities useful in making a living ...

It is obvious that the knowledge gained in these four types of education are needed by both youth and adults, as well as male or female community members.

As indicated by the discussion in Chapter Two, many communities in rural areas, and especially those in northern regions such as Yukon, are characterized by a shortage of educational resources to aid in their development. This is true of both formal and non-formal learning opportunities. The general unavailability of resources and programs to meet a community's educational needs for development has a number of serious consequences. In terms of the ecosystem model that was presented earlier, it becomes obvious that the human, manmade, and physical components of a community cannot be as fully developed as possible.

E. The Role of Adult Education in Yukon Community Development

Literature on the sociology of education emphasizes the importance of education as a motivator and major component of economic, social, cultural, and political programs of change. The enhanced education of its population has been a major goal of every country and indeed community seeking to develop its human and economic resources. Systematic attempts to change the nations of the third world from "traditional" (less developed) to "modern" (more developed) societies have involved extensive educational programs. "Both the contributors and recipients of such efforts have perceived education as a major instrument for

modernization and development" (Brookover and Erikson, 1975:81). The skills, knowledge, and attitudes imparted by education contribute significantly to CD.

The outcomes of learning can generally be measured as: changes in an individual's knowledge (cognitive); changes in one's attitudes (affective) and changes in one's skills (psychomotor). Community development adds an outcome of action to the process and outcomes of learning. Theories of adult development view adulthood as a series of stages, each with its own developmental tasks. For adults, the readiness to learn and what they learn is largely a result of changing social roles. The Yukon community then necessarily becomes the context or the arena which the outcomes of learning are applied. Connor (1968) outlines that CD can be induced by adding to people's knowledge and also by working with, or by changing existing beliefs. Yukon community development may also be instituted by working with, or by changing certain values and sentiments. The acquisition of new knowledge, attitudes and skills by adults in a community, and their application of these outcomes of learning can aid in the "improvement of social, economic, cultural, and political conditions of a community" (as stated in the definition of CD). CLC's have the potential for adding to all of these areas of development Yukon communities.

Social Development

Scholars concerned with modernization, progress, and development have noted that the personal characteristics of modern man are associated with those of modern societies. Brookover and Erikson (1975:81) outline a number of traits associated with modern man. It is significant to note that in our Canadian society, these characteristics are more associated with individuals living in urban areas, than those in small rural communities. As Yukon communities become more socially developed, certain changes would occur. As a community's residents acquired new attitudes and beliefs imparted through increased levels of education, the structural elements (Beal, 1967) of a community are altered. This results in new goals, norms, beliefs and sentiments in the community.

When individuals realize the value and relevance of an education, they develop more ambition for themselves as well as their children to achieve higher educational and occupational goals. A higher level of education also becomes a norm in the community. As they are exposed to new situations and ideas, Yukon residents would develop more of an attitude of openness to new experience, both with people and new ways of doing things. Rather than adopting an attitude of fatalism and passivity, the sense of having choices of action, and coping with life's difficulties is developed. With more of a sense of control over their lives, community residents would be able to perform their social roles more efficiently and more confidently.

In the ecosystem model of community (Figure III:1), the human component of the model also included organizations, and the interaction of individuals with these organizations. As residents become more literate and educated, they become more involved and interested in their community. They may also participate more frequently in local and regional clubs and activities. In Yukon communities, there are presently a limited number of political, social, cultural, and recreational organizations. Social development thus would lead to an increased number of modern institutions and organizations being developed to better serve the needs of the communities. These organizations help to bring about increased involvement and participation of community members, as well as the development of community leadership skills and resources. Children and youth are also encouraged to become involved in community peer group and club activities.

The description of the process of CD as proposed by Cary (1970:2) outlines that both internal and external resources are necessary for change or development to occur. The CLC co-ordinators, although they are community residents, are actually agents of change. In this capacity then, they influence the rate of diffusion and adoption of CLC programs and services in a number of ways (Havelock, 1973:7-9). They can be "catalysts", prodding and pressuring the community members to be less complacent, and to work on problems as well as opportunities for change. They can be "solution givers", offering definite and specific ideas

for change. The CLC co-ordinators as "process helpers" can assist in the processes of decision making, problem solving, and innovating. Lastly, they also can act as "resource linkers, for bringing together the required financial, knowledge, and human resources. The CLC co-ordinators as change agents, and the CLC's providing the necessary technologies and resources can bring about significant social changes and developments within Yukon communities.

Increased levels of literacy and education among community members contribute to an increased knowledge of, and interest in the world outside of their community. As Yukon community residents develop the capacity to see themselves in new roles and situations, spatial or geographical mobility may occur. Therefore, they may be more inclined to move, for reasons of improving educational, recreational, or economic opportunities.

Social stratification in a society is based on a number of factors. These include race, occupation, income, educational level, and place and type of residence (Coombs and Ahmed, 1957). It is a belief held by modern societies that the opportunity for individuals to move from one social strata to another (vertical mobility) is not only desirable, it is also essential. Race and ethnic affiliation categories are established by birth, and over which individuals have no control. The acquisition of increased levels of education by Yukon community residents however, can have a positive effect on the other variables. Vertical mobility in a community could be intergenerational, where sons or daughters move to a higher position in the status structure than their parents. This is often acquired through increased levels of education, as is career mobility. This type of mobility describes the movement of an individual from one social status to another. In our society, career mobility upwards is closely tied with gaining a more prestigious occupation, and an increase in one's economic resources.

Economic Development

A well-developed community has a sound economic base. The means of obtaining a good livelihood are available to all able-bodied persons. For the individual residents, this

would mean that work is available, suited to their particular abilities. Also, community members can be assured of a reasonable return for labour, and a demand for their skills. That a significant portion of its residents have at least a basic level of education is a necessary condition for a community's economy to develop past a subsistence level. Functional literacy is the cornerstone for any further education and training in employment-related skills and knowledge.

The CLC's can conceivably help meet one of the most important pre-requisites for economic development to occur. Training in the particular knowledge and skills necessary in making a living can be made available locally to Yukon community residents.

As individuals acquire more monetary resources through gainful employment, they gain a higher disposable income. This can help create an increased demand for manufactured goods, and the specialized services of others. Higher incomes can also lead to higher standards of living in Yukon communities. As the tax base of these communities is increased, more money is available for developing and improving a community's medical, social, educational, cultural, and recreational services.

Political Development

New knowledge, skills and attitudes imparted by education regard change as inevitable, and indeed desirable. As individuals gain more knowledge about current affairs and the world outside of their community, they take an interest in, and participate in political and decision-making processes. More political representation and participation by Yukon community members and the development of local leadership can bring about desirable changes in government and political institutions.

The participation of community members on the CLC advisory committees can lead to new links being developed between the communities themselves and Whitehorse. The decision making processes within the community can be strengthened as new leadership patterns emerge. Access to higher levels of education would enable Yukon community members to

become leaders on the basis of their achievements, not merely by tradition. Conceivably then, younger individuals could become community leaders, and welcome more contemporary ideas, and ways of doing things into the community. Women as well, would be more likely to participate in economic and political activities outside of the family unit.

Cultural Development

The diffusion of knowledge is one of the major factors in social change and development. Literacy provides an important basis for the diffusion of knowledge across cultures, as individuals have access to more channels of information. Attitudes imparted by education include an openness for new experiences with people, as well as new ways of doing things. A knowledge of, and interest in the world outside of their community necessarily familiarizes individuals with characteristics of other cultures and societies. Cross-cultural communication is improved as ethnic and minority groups develop their ability to read and write in the dominant language. As different cultural groups in a community develop a mutual knowledge and understanding, intergroup tensions can be diminished. This increases the likelihood of the participation of all cultural groups in activities co-ordinated to improve the well-being of the entire community.

Communities located in the rural areas of Yukon have a number of needs for cultural development. These could conceivably be addressed by the CLC's. The main contribution the CLC's could make to cultural development is to build a sense of identity and self-confidence in individuals. As community residents had an opportunity to increase their levels of formal education, they could become better able to express themselves, and communicate with others. Both Natives and non-natives could access the learning center, and get to know one another on an individual basis. This might help reduce or eliminate previously negative stereotyping. Native people would gain more confidence from their own culture as it was more readily accepted and understood by non-Natives as well.

The curriculum of the CLC's could also help promote cultural development. General interest programs reflecting the local cultures could be offered, once again to strengthen the culture of the community itself. The curriculum materials for other courses as well would be adapted to the community's local environment and social milieu. Based on these local cultural premises then, the CLC's educational programs and services offered to Yukon communities would be relevant, and applicable to the day to day living experiences of community residents.

Summary

Based on background information as well as CD literature, key issues in potential social, economic, cultural, and political developments of Yukon communities can be identified. As outlined in Table III:1, a number of diverse approaches can be used to aid in the development of a community. A basic component to all of these approaches is that of adult education and training. Yukon community members as adults everywhere, have a variety of social roles to perform throughout their lifetimes. As individuals acquire the knowledge, skills, and attitudes imparted by education, these are practiced in their local communities. Therefore, the process of CD adds an element of action to adult education (Roberts, 1979). The delivery of educational courses and programs for adults can be accomplished in a variety of ways. The CLC's that are the focus of this study are by design adult learning centers. These learning centers are considered to be a unique concept, particularly suited for delivering adult education to small northern communities.

Chapter IV

COMMUNITY LEARNING CENTERS: A CONCEPTUAL ANALYSIS

There is a growing awareness in our society that individuals living in today's world must be prepared to make learning a continuing and lifelong activity. Lifelong learning is not a privilege or a right; it is simply a necessity. All adults must live with the escalating pace of change in the family, on the job, in the community, and in society (Cross, 1981). Although millions of dollars are devoted to adult education in Canada each year, it is evident that there are important gaps and deficiencies in meeting the continuing and lifelong educational needs of many of its citizens. As many educational studies have noted;

... adult education is focused upon social groups who already enjoy better than average access to the goods and services generated by Canadian society. The current offerings of adult education in Canada are working to increase rather than decrease gaps in Canadian society.

(The Canadian Association of Adult Education, 1983:21)

Those who already have the most education, and live in urban areas are being most effectively served by public adult education programs (Statistics Canada, 1985). Also, many institutions give priority to programs related to certification and vocational interests, and less emphasis is placed on meeting personal and community development needs. Evidence shows that the wide spectrum of learning needs for many adults in rural communities as well as large urban centers are not being dealt with in their entirety. In response to an awareness that traditional learning institutions do not adequately serve the educational needs of many adults, a number of alternative modes for delivering adult education programs have been initiated across Canada. The adult learning center is one significant development of this nature.

A. An Adult Learning Center Described

In 1982, the Canadian Association for Adult Education held consultations in Vancouver and Ottawa on the subject of local adult learning centers. The meetings were attended by educators from various parts of Canada. Dimensions of the learning center

concept, as well as projects, and different organizational forms of Learning Centers developed in Canada were discussed. The concept of a local learning center is not a clearly defined one, as the centers can vary widely with respect to sponsoring agencies, organizational principles, resources available, and in the services they provide. The following general definition was formulated by the Canadian Association of Adult Education:

A learning center is an accessible service to assist people in learning to live differently, to change their behavior, and to gain more influence over their lives. It is a place to meet, to evaluate, to discuss one's life, and one's future. As an alternative to existing institutional patterns of (educational) 'program delivery', a learning center helps people to develop greater consciousness of their environment and prospects through the provision of information, counselling, and structured educational programs. It is a learner-centered approach.

(Selman, 1984:14)

This description implies that a learning center is more than merely a facility that provides educational programming for adults. The advisory and counselling services available assist adults in enhancing their own personal growth and development. Gaining more influence over their lives is an important pre-requisite for CD. Frank Cassidy, in a recent study for the Coquitlam School Board and the Ministry of Education in B.C., proposes the following alternate description of learning centers:

An adult Learning Center is a community based and oriented facility which offers flexible and accessible advisory services as well as educational programming to adults through the use of a wide variety of educational technologies for the purpose of meeting the needs of individual learners as well as the wider learning community.

(Cassidy, 1985:12)

Defined in this manner, the advisory, programming, community, and technology aspects of a learning center are also highlighted. The programs available to meet these learning needs can range from remedial ones - designed to make up for a deficiency in formal schooling, through to those of personal and social development (Roberts, 1983). The educational services accessible at a learning center can also conceivably vary from those designed for professional or academic certification, to programs of general interest or leisure

oriented subjects."

B. The Evolution of Learning Centers in Canada

The concept of a learning center as a community based and oriented facility, providing advisory and educational services to adults (Cassidy, 1985) is a relatively new phenomenon in Canada. Only during the late 1970's was the potential significance of providing opportunities for adults to upgrade and further their education recognized. The issue of learning as a lifelong activity became the societal norm. Adults in increasing numbers enrolled in educational programs to assist them in the development of their professional as well as social and personal roles. A number of adult educators, service agency representatives, and administrators across the country noticed that certain groups of adults were not being well served by existing forms of educational programs and delivery systems. This was especially true of those adults who were either geographically or socially isolated from the mainstreams of society. These adults, perhaps even more acutely than others could benefit from appropriate educational and advisory programs and services. It was from this perceived need that "learning centers" were established by a number of service and community-oriented agencies across Canada.

A review of literature indicates that there is limited published material available on learning centers. Several possible explanations of this observation can be hypothesized. A precise description for a learning center is difficult to formulate, simply because of the diversity of programs and services that can conceivably be offered. An examination of the descriptions proposed by Selman (1984) and Cassidy (1985) leads to the conclusion that many facilities providing adult education, information, and advisory services can be classified as learning centers. Some facilities fitting this description however are called "action or resource centers"; if located in a library, "adult student centers"; others sponsored by educational agencies, "vocational or learning centers".

Over the years, a number of different forms of learning centers have developed in Canada. The literature that was reviewed did not indicate that theirs was a linear or patterned development. Some learning centers, such as the CLC's in Yukon were closely modelled after those already established in Saskatchewan communities. Most however evolved in response to addressing a number of educational and service needs for adults, that were not being adequately met by existing agencies.

C. Goals and Objectives of a Learning Center

In his article "Local Learning Centers", Selman (1984) identifies two key goals of an adult learning center. The first of these goals is that it be learner-centered by being able to meet the specific learning needs of an individual. This flexible and learner-centered approach is in direct contrast to that adopted by many traditional educational institutions. For the most part, because they have a pre-determined and specific mandate, courses and programs are designed to meet the perceived needs of an agency's target clientele. Counselling efforts and services for the adult learner tend to be primarily focussed on interpreting what that educational institution can or can not do for the individual. Therefore ultimately if an adult's learning needs can not be met by the agency, no further assistance can be offered.

The second important goal of a learning center is that it promotes the "empowerment" of the learner (Selman, 1984:4). Webster's dictionary (1976:744) defines empowerment as "... giving faculties or abilities to ...". Through the provision of services such as counselling, access to a variety of learning resources, as well as educational programming and-brokering, learning centers can enable adults to expand and develop their individual capabilities. This personal growth combined with a greater consciousness and awareness of their environments can benefit not only the individual, but also their community. As adults increase their faculties and abilities through education, they become more fully participating members of their communities, and ultimately of society as a whole.

D. Learning Center Services and Programs

The term "learning center" has been adopted by a number of agencies, when describing a locally-based, adult education facility. Therefore, it is not possible to state precisely what the services offered are, or should be in these centers. For most practitioners however, the core resources of a learning center would be information, referral, and counselling services as well as educational programming.

Advisory Services

In their descriptions of learning centers, both Selman and Cassidy imply that the information and counselling services are the most crucial factors to a learning center's success. Often adults in our society are faced with difficult decisions with respect to choices in life, be they regarding careers, education, or what may be more generally described as life style choices (Selman, 1984). They may need information or advice, a realistic self-assessment of their skills, (be they academic or vocational or life skills) or the support and encouragement of others. Learning centers can act as a referral and guidance service to enable adults to design future career and life goals. This process has been described as "crafting a life path" (Selman, 1984:14). Adults who approach a learning center receive assistance from knowledge and sympathetic staff. If a person is not yet ready to set a direction for his or her efforts, information available would give them the opportunity for exploring a number of alternatives. "These services are the core of a learning center, because the emphasis is on being able to meet the clients at the point they are at" (Selman, 1984:15). Learners can therefore, access resources which would allow them to realistically evaluate their present situation, assess their personal and academic strengths and weaknesses, and to formulate long and short-term goals.

Educational Programming

Most learning centers also to some extent, engage in educational programming. For some learners the first, and most major step is in coming to the learning center. They may be

ready to partake of activities in familiar surroundings, but not yet ready to go to another agency or institution. Therefore, it is important to provide at least some basic educational experiences at the learning centers. Sometimes these programs can be contracted in from other agencies, or organized by the center itself. In principle then, because of learning centers being client-oriented, the learner defines the goals, and the educator searches for a program. Thus, the learner is not "fitted into" a program, but rather programs are fitted to meet their needs. In many instances, the learners are assisted in setting their own curriculum and negotiating a learning contract for progress and course completion. The adult students here primarily work on their own, and at their own pace. The services of a tutor or instructor are available to assist in any difficulties or problems they may encounter. This highly individualized approach to learning can be accomplished by the provision of packaged instructional materials and using a variety of learning modes and/or aides. These can include the use of video and audio tapes; computer assisted, or computer managed learning systems, as well as hook ups or links to teleconferencing networks. Thus, conceivably the range of educational programs can be very broad. This spectrum can include courses in reading, writing and spelling at any level from Grade 1 to 12, as well as high school completion, grade ten equivalency, literacy training, and also non-credit, and general interest subjects. The learning center also must ideally provide the equipment, and technological resources necessary to enable students to use this variety of different learning modes.

E. Physical Facilities of a Learning Center

The selection of an appropriate site for a learning center is one of the most important considerations in the successful establishment of a facility of this nature. Its ultimate growth and development often depend on accessibility to the clientele, space available, and the way in which the adult students' interests needs can be accommodated. Both Selman (1984) and Cassidy (1985) emphasize in their descriptions of learning centers the fact that they be "accessible" - both physically and psychologically to adults seeking their services. Ideally then,

a Learning Center should have a central location, easily reached by members of its target clientele. Its image must necessarily be that of a neighbourhood or community-based facility, situated in a readily accessible and unformidable location.

A learning center also is "accessible" to individual learners by being located in a setting that is appropriate to its functions. Simple as this may sound, the proper physical facilities can be paramount in providing an atmosphere and setting which is convenient, pleasant, quiet, and conducive to learning. Furnishings and equipment should be adult-sized and comfortable, and rooms decorated according to adult tastes. Many adults as they get older experience declining audio-visual acuity, and thus acoustics and lighting need to address these issues (Knowles, 1980). Patterson (1983) indicates that amenities such as sufficient electrical outlets, proper lighting and ventilation, a comfortable and quiet heating and cooling system, adequate storage space, a restroom, a smoking area, a lounge, and an eating area are desirable. It is important to have not only enough furniture but also to arrange it into several different groupings. Provision can be made for open classroom space, and also sections for individual or concentrated study sessions. A learning center, accessible at different times of the day more readily allows adults to incorporate learning into their existing lifestyles. With classes being offered in the daytime or evenings, or on a full or part-time basis, attendance can be geared towards an adults most convenient time schedules.

F. Profile of Adults Using Learning Centers

Many of the adult students who attend learning centers have characteristics similar to those who involved in conventional classroom-based adult learning programs. The centers offer highly individualized learning resources, giving them the capacity to serve groups of students over and above those generally attending more traditional programs. Learning centers can have a particular value and significance for students who may be:

- part-time learners
- unable or unwilling to commit to definite time periods as required by classroom based training

- work on shifts, irregular schedules or in the home
 - slower or faster paced learners
 - have a need to master skills or knowledge in a short period of time
 - better motivated
 - negatively affected by learning experiences in traditional settings
- (Cassidy 1985:32)

An educational facility such as a learning center can also be particularly suitable in addressing the characteristics and needs of ABE (Adult Basic Education) students. These adults have returned to education, hoping to overcome deficiencies in reading, writing, or computation. Some wish to complete highschool, while others seek to attain at least an eighth grade level of proficiency. The educators of these ABE students have over the years come to recognize that along with their aspirations, these individuals bring with them a lifetime accumulation of problems and attitudes unique to the under-educated adult. Many agencies providing ABE programs have found that an individualized learning program is notably effective in meeting the diverse needs of adults learning basic skills. The individualized approach, by addressing the unique characteristics of undereducated adults, not only motivates them, but once they are enrolled, also helps them to learn more. Patterson (1983) outlines how the characteristics of a highly individualized learning environment (such as that offered by a learning center) can be effective in overcoming particular obstacles to learning commonly encountered by ABE students. For example, sometimes these adults are distrustful or afraid of school and thus may feel embarrassed and uncomfortable in the classroom situation. If these individuals can experience success early and often (i.e. after every lesson or module) it gives them the confidence and motivation to continue. Some of these adults also tend to be unrealistic about how long it will take to learn basic skills. This anxiety about time spent in learning is eased somewhat by flexible scheduling, self-pacing, and goal-oriented learning. The materials selected for study can build on the experience, skills, and knowledge already acquired and help reduce the stress of new learnings.

There is an increasing awareness on the part of many educators of the prevalence of adults engaged in self-directed learning projects.

Self-Directed Learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing the appropriate learning strategies, and evaluating learning outcomes.

(Knowles, 1975:18)

The learning center can be of great potential and significance as a means of supporting such learners. Assistance is provided with educational program planning, as well as a broad variety of individualized instruction and course materials. The learning center can provide these resources for self-directed learners. Access to these resources can promote the fostering of self-directing qualities in adults who, influenced by previous negative experiences, tend to be fearful and suspicious of traditional educational settings and practices.

At the other end of the spectrum are those students who are well motivated, fast-paced learners who may or may not have already higher levels of formal education. These learners too, then can pursue their own goals in educational activities and yet have the support and assistance of the resources, staff, and technologies of the learning center. Provided then that a learning center is conveniently located, has flexible hours of operation, with a wide variety of resources, it can indeed support a wide variety of learning needs for its users. This can be done irregardless of adults' previous educational achievement levels and socio-economic background, as well as recent work and home responsibilities and lifestyles.

G. Professional Characteristics and Roles of Learning Center Staff

A learning center by its very definition has many functions, and so too, its staff must necessarily be competent in a number of important areas. Some of these skills are based on innate personal characteristics. Others can be developed through participation in training opportunities, and professional development activities. Learning center instructors or "co-ordinators" necessarily serve as planners and organizers for the many resources that are available to the learners.

Patterson (1983:6) outlines a number of important roles that learning center staff may assume. These can be summarized as follows:

... an interviewer of potential clients; an orienter to learning center procedures; a diagnostician, to select the proper materials for each learner; an evaluator of students successes, as well as the learning center program; an instructor; a personal and career counsellor, a referral agent for other community agencies and resources; a public relations and recruitment expert, and a manager of learning center activities.

As with many educators of adults, learning center staff may or may not have a professional background in teaching adults. Participation in on-going training activities can however assist them in acquiring an understanding and foundation in the techniques for teaching, principles of adult education, and the effective operation and managing of a learning center.

A number of authors in the field of adult education suggest that certain personal characteristics are important in the selection of potential candidates as educators of adults. Patterson (1983:7) outlines certain personal characteristics that are desirable for learning center staff. These qualities of "comparison, acceptance, respect for others, enthusiasm, a realistic outlook, as well as a sense of humour" enable them to more effectively maintain a good rapport with their clients. Strother and Klus (1982:195) extend rapport to mean "the ability to relate to groups of students, to help them perceive the relevance of their own experience to concepts being developed in the classroom, and to translate their perceptions into future action."

H. Strengths and Drawbacks of Adult Learning Centers

Strengths

"Learning centers can approach 100% utilization, since a 'seat' can be filled by any type of student" (Knowledge Network, 1983:7). This advantage is due to the fact that a wide variety of student populations can be accommodated. It is true especially of those adults who

are not well served by traditional educational institutions and program delivery methods. The scope of potential learning center clients is broad ... from adults learning basic skills, to those studying for academic or professional certification; from part-time students, to those desiring to complete the program as quickly as possible; from adults seeking assistance in developing goals and directions in their lives, to those pursuing self-actualizing, and leisure-oriented endeavors.

In a number of important ways, a learning center tends to operationalize many of the key principles of adult teaching and learning. Malcom Knowles (1980) in his discussion of andragogy notes that to varying degrees, adults see themselves as self-directing, and able to make decisions about what they want or need to learn, and how they wish to manage that learning. The provision of diagnostic experiences and resources to help assess their present competencies is an important component of a learning center. The learners and staff are involved in the mutual process of formulating goals and learning objectives to address the gap between their aspirations and present levels of performance. Adults are thus allowed to accept a share of the responsibility for planning and operating their learning experiences, leading to an increased sense of involvement and commitment to the project.

Another important characteristic of adult learners is that as people grow and develop they accumulate a wealth of experience. These experiences, as well as giving an adult an identity can become an increasingly rich resource for learning-for the self, and for others (Knowles, 1980). These experiences can be both positive and negative however, as to many adults their poor self-image as a learner presents a significant barrier to participating in educational activities. The friendly and informal psychological atmosphere of a learning center can assist adults in feeling accepted, respected, and supported. This spirit of mutuality between staff and students is in direct contrast to the traditional school atmosphere of formality, semi-anonymity and status differentiation between teacher and student. The notion of a climate of adulthood prevalent in a learning center can be paramount in helping adults address the 'fear of failure', and build positive self-concepts as learners (Cassidy, 1985).

The Knowledge Network's 1983 report outlines an additional, and very significant strength of a learning center. It suggests that learning centers have the potential of extending the central resource base of more traditional educational institutions to serve publics in rural and outlying areas. A greater range and variety of educational and informational resources and services can be collected at a learning center, rather than those brought into a community on an ad-hoc or demand basis. Often enough, these resources would otherwise be unavailable to community members. The learning center can work closely with other community agencies and resources. The services of community members as volunteers in a number of capacities can also be solicited. Provisions can be made for setting up learning networks in the community, whereby adults can learn from one another. In this respect, the learning center can serve not only the individual adult learner, but also the community as a whole. This type of facility can thus conceivably be responsive to the social and cultural identity of its community. Therefore patterns of services which truly fit the ways of life and indeed the lifestyles of the area's residents can be planned.

Drawbacks

The learning center as a mode of delivering educational programs and services to adults is a relatively new concept. A review of literature as well as comments from learning center staff and students interviewed for this study indicate a positive and enthusiastic attitude about the centers. Learning centers can however have potential drawbacks, particularly if they are not recognized and dealt with (Cassidy, 1985).

The wide variety of services provided as well as the individualization of programs often significantly increases the work load of an instructor or co-ordinator. This is particularly accentuated if the learning center has one, or only several staff members. Record keeping and administration is considerably more complex and time consuming because of the diversity of programming available. Due to the many roles and responsibilities assigned to a co-ordinator, the time and resources need to be made available for ongoing staff development

opportunities.

Some adult learners are not sufficiently motivated and/or disciplined to maintain a reasonable pace and progress at the rate they had planned. This can result in a sense of frustration, decreased motivation, and possibly termination of the program. A number of adults in ABE and academic upgrading programs were not previously successful in school due to learning disabilities. Unless staff have highly specialized training, these adult learners with special needs may not receive adequate or appropriate attention.

Ironically however, "the most significant disadvantage of the learning center also relates to its greatest strength: the accent on the individualized approach to learning" Cassidy (1985:35). Students tend to work on the educational projects at their own pace, and often enough on different modules or lessons. Thus the benefits of group exercises and co-operative as well as group forms of learning can not be readily utilized. Structured group discussions and debates are however more difficult to organize and implement in any highly individualized learning program. These disadvantages though are referred to as "potential" drawbacks (Cassidy, 1985:36) because they can to a large degree be overcome or addressed with sufficient funding, resources, and developmental planning.

I. The Operational Processes of Learning Centers

Selman (1984), Cassidy (1985), and the other authors reviewed support the viewpoint expressed by Wolohyn (1983:7). "The most critical factor in the successful operation of a learning center is that the programming as well as the facility be responsive to community needs". In order to achieve this, a co-operative atmosphere needs to be established between the community and the learning center. This "focus on community" thus needs to be clearly reflected in the learning center's mission and philosophy, the program planning process, and the meaningful involvement of community members in all levels of the decision-making process. To achieve a linkage between intent and practice requires that the administrative structures and operational processes of the learning center's parent organization support this

focus on community.

Learning centers can be administered and sponsored by a variety of different service agencies. The CLC's that form the basis of this study are part of Yukon College, an educational institution. The sections to follow examine a number of important theoretical considerations in the design and organization of a learning center such as a CLC, intended to serve the needs of its community. The literature on educational administration as well as on educational program planning is extensive, and it is beyond the scope of this study to include a comprehensive review of this material. The theoretical concepts that have been selected for the discussion to follow are directly relevant to the administration and operation of CLC's. These concepts form a framework against which the data collected on the operational processes of the CLC's can be compared. One can then make judgements about the extent to which the CLC's are responsive to the needs of the community, and the extent to which they are "connected" to the community.

Both of these factors have significant implications for contributing to the development of the Yukon communities. As outlined in the literature review section in the previous chapter, adult education is one means by which the development of a community can be achieved. If the CLC facility and programming meet the needs of the community, then the CLC resources can contribute to the CD process. That the CLC is "connected" to the community is another important factor to consider. "Connected" in this sense means that the CLC is actually an important and viable part of the community. Do residents know about its existence, and the programs services, and resources it offers? Do they feel comfortable going there - is it in a neutral location? Do community members have a significant and meaningful role in all phases of the CLC program planning, implementation, and evaluation? These questions among others are important ones to consider in this regard. Therefore, the nature of the administrative and operational processes of the CLC's can affect the extent to which the CLC's actually promote the development of Yukon communities.

Philosophy and Mission

Most authors including Bergevin (1967), White (1970), Roberts (1976), Boone (1981), and Boyle (1981), emphasize the necessity of an educational institution having a clear and well-defined philosophy. Roberts (1976:127) suggests that this is needed because adult education staff and administrators are too often concerned with "what to do without examining sufficiently why (they) should do it". The philosophy of an educational organization needs first of all to clearly state the basic purposes of education itself. From this statement then, assumptions about the components of the educational process, including the roles of students and instructors, as well as, types of instructional materials and methods can be formulated.

The philosophy of a democratic community-based educational organization such as a CLC needs to reflect the firm conviction that people adjust to change most rapidly in an environment in which self-expression, self-direction, and self-improvement are encouraged. This type of an environment is best achieved when people are given the opportunity to participate through democratic means and structures in identifying and solving problems that directly affect their welfare. In this way too an educational organization under which learning centers are administered can begin where the people are, and help develop resources that would aid them in attaining a more satisfying way of life for themselves and their communities.

The mission of an adult education organization establishes a framework within which it is to function. Guided by the philosophical foundations and assumptions, the mission statement serves to outline the nature and the distinguishing characteristics of the organization. These can include its legal basis, its administrative structure, reasons for existence, as well as clients to be served, and the types of programs to be generated (Boone, 1984). For a well designed community learning center, the philosophy and mission need to clearly focus on responding to the needs of the community.

The Planning of Programs and Services

Planning is a functional and integral component of the programming process in adult education. The process of planning can be viewed as the educational organization's response to the needs of its environment. An effective learning center thus can never be static. It must continually make adjustments as it adapts to meet or serve the needs of its relevant publics in an ever-changing social environment. Therefore planning needs to include provisions whereby the parent organization of the learning center can adapt its functions, structures, and processes to better link in collaborative efforts with its target publics.

"Program" is a term widely used in adult education literature to communicate a number of divergent thoughts, ideas, and practices. In the discussions to follow, the concept of "program" will be given a much broader definition than merely a curriculum:

Program is the product resulting from all the programming activities in which the professional educator and learner are involved. For example, it would include need analysis, planning, instruction, promotion, evaluation, and reporting

(Boyle, 1981:5)

Program planning for a learning center is an attempt to design educational programs and services that will contribute to the well-being of the people and their community. Thus, necessarily, the process of program planning is tied in with the process of community development. Well planned educational programs can provide the knowledge, attitudes, and skills that people need in order to improve their community's present social, economic, political and cultural, situations.

Models of Program Planning

A review of major works on program planning models outlined by Boone (1985:20-36) indicates that there are numerous models appropriate for planning adult education programs. They do have a number of subtle differences, primarily in approaches to needs identification, defining objectives, and program implementation.

For the most part however, they do have many similarities. All of the models are based on either implicit or explicit educational and social philosophies. Most are specific about determining goals and objectives, and about conducting evaluations. The majority of the models also see the learner's needs and interests as forming the primary basis for program development. The majority of authors also advocate the active involvement and participation of learners in the program planning process. Boone (1985:34) concludes then, that "all (models) are adaptable to most, if not all adult education contexts".

The "Major Program" Planning Model

There is no one universally accepted model for planning all adult education activities and services. Many variables, including the philosophy of the educational institution, the characteristics of the clientele, and the nature of learning outcomes to be expected affect the context in which planning is done (Bundridge and MacKeracher, 1980). For the purposes of discussing program planning for community-based learning centers, the author has adapted as a basis of reference, the model used by Boyle (1981) for planning a major educational program (Figure IV:1). Boyle defines a program of this nature as: "an effort to structure numerous and varied educational opportunities to help people better their lives by helping them to change their present knowledge, skills, attitudes, or behavior" (1981:184). This type of educational program can be compared to a community development effort. It involves more than just the ad-hoc presentation of educational offerings that respond to urgent requests and needs. A major educational program is developmental in nature, as it requires a series of specific decisions as it emerges and develops over a period of time. A program of this nature is necessarily too, an interdisciplinary one. It involves and co-ordinates the activities and efforts of the staff members of an educational institution, as well as appropriate resource persons who are either selected, or choose to become involved in the program. "A major program needs time and intensive efforts, but it usually has guaranteed impact on the

FIGURE IV:1
PHASES FOR PLANNING A MAJOR PROGRAM

1. Establishment of an organizational and individual commitment to the organization's philosophy, and procedures for program development
2. Analyze the situation of the community and the clients
3. Identify broad program objectives, or the expected results of the program
4. Determine the needed resources and support, ensure their availability.
5. Design the program (define general content, choose methods to fit each the specific audience's learning styles).
6. Prepare the instructional plan - a plan is developed for each specific activity or event.
7. Take action - the actual promotion and carrying out of program and its related activities.
8. Determine the program's value - from the point of the participants and others whom the results affect.
9. Communicate results - by reporting to key resource people, participants, community leaders, advisory groups, colleagues, administrators, and the public.

"life of the clientele group" (Boyle,1981:184).

Citizen Involvement in the Program Planning Process

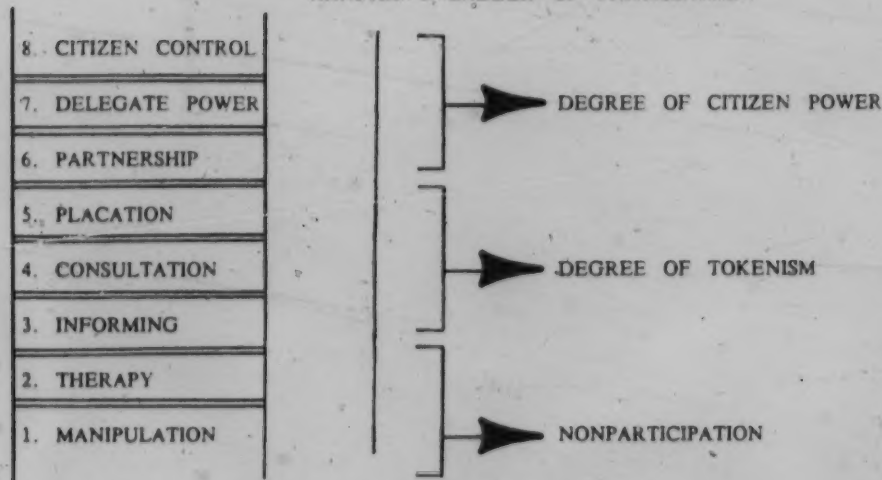
No one would dispute the notion that the end result of any planning effort ought to be a sound, practical, and progressive program. All the program planning models reviewed by Boone (1985) emphasized the necessity of involving the learners in the program planning process. This point is stressed especially by authors of community based education and community development literature (i.e., Biddle and Biddle,1979; Boyle,1981; Boone,1985; Connor,1969; Fessler,1976; Roberts,1981 and others). The meaningful involvement of potential clientele can lead to more accurate decisions about the relevant educational needs and opportunities. It also speeds up the diffusion of and legitimation of new ideas, thus aiding in the process of social change. Involvement in program development is also a learning experience for participants, making them better informed, and better prepared for active leadership in the process of change (Boyle,1981). In discussing levels of public participation in the decision-making processes of a learning center, one concept is paramount. This is that public participation be meaningful, and truly represent a re-distribution of means from the centers of political and economic power, to the hands of the community members.

Arnstein's Ladder of Citizen Participation

The issue of citizen participation and maximum feasible involvement is a key issue in the analysis of a community based adult education effort such as a learning center. One important criteria of an effective community development effort as well, is the provision of opportunities for numerous local individuals to play significant, satisfying, and helping roles in the program. Whenever possible, there should be various levels or capacities in which people can function - that is top, middle, and lower levels of participation.

S. Arnstein (1979) illustrates and describes a typology for a "Ladder of Citizen Participation", adapted in Figure IV:2. In which eight different levels or significant gradations of participation are outlined. This model effectively illustrates that participation without the re-distribution of power needed to affect the outcome is an empty and frustrating process. The bottom rungs of the ladder are Manipulation and Therapy, two levels of non-participation which have been sometimes mistaken for genuine participation. Their main aim is generally to "educate" or "cure" the participants rather than enabling them to be involved in planning or conducting programs. Rungs 3 and 4, those of Informing and Consultation progress to levels of "tokenism" that allow those who participate to indeed hear, and be heard. Under these conditions however, there is a lack of suitable channels by which their views will be heeded and followed through by those in power. Thus inevitably there is no assurance of changing the status quo, or that community members have a meaningful input into the program. Rung 5, that of Placation is simply a higher level of the same tokenism. Even though citizens can advise, the powerholders retain the continued right to make the final decisions. Further up the ladder, are levels of citizen power with increasing degrees of meaningful representation that individuals can participate in decision making. These include rung 6, that of Partnership. This level allows citizens to negotiate, and engage in trade-offs with those in positions of power. At the

FIGURE IV:2
ARNSTEIN'S LADDER OF PARTICIPATION



topmost rungs Delegate Power and Citizen Control, the citizens obtain the majority of decision-making seats, or full managerial power. Even though this eight rung ladder is obviously an oversimplification it can be useful in evaluating the significance and true level of community participation in the decision making processes of planning for a learning center.

Advisory Boards or Committees

A well-designed Learning Center allows for the meaningful involvement and participation by the local residents in planning educational programs. Certain value assumptions underlie this emphasis on extensive community involvement and co-operation with the sponsoring agency. Participation should be as inclusive as possible, and needs to be done through democratic organizations. The establishment of an advisory or study committee is the main approach used for involving potential clientele in CLC educational program and service planning and development.

Lynn Pesson outlines three basic premises that underlie the concept of advisory groups. First, the involvement of representative lay people will hasten the process of educational change among people, and indeed within a community as well. Through the indirect spread of ideas and innovations, the teaching effectiveness and

the numbers of individuals reached by personnel is increased. Secondly, the involvement of representative community members will result in "better" decisions being made, in contrast to those made by professional staff alone. In this way, committee members when provided with the facts of the situation at hand, as well as good leadership, will be able to identify more accurately the problems they face, as well as suggest possible solutions. Third, the meaningful involvement of the individual in planning activities is a beneficial learning experience. "Informed, well-trained Advisory Committees result in a cadre of individuals who are able to multiply the effectiveness of development programs by providing community leadership in the process of planned change" (Cole, 1980:10). Advisory committees for educational institutions may have a variety of specific duties, among them:

to collect and analyze data for problem identification; to identify problems, needs, or resources; to study identified problems and make decisions on priority ones; to legitimize program decisions that are made; to identify alternative problems or solutions; to create an awareness among other people (i.e. community residents) of the priority problems or needs..

(Boyle, 1981:121)

To these can also be added the functions of stimulating educational enrollment, providing an aura of authenticity and respectability in the community, and also maintain good communications and relations between the organization and the community (Strother and Klus, 1982). The roles these members will be expected to perform, and the procedures to be followed will necessarily vary in accordance with the purpose of a particular committee.

Even if an advisory committee is representative of community members and their respective educational needs its full potential for community improvement won't be realized unless the committee itself is given the necessary information and training to carry out its duties. Cole (1980:10), outlines a model which categorizes three different components, all of which are necessary for building an effective advisory

council or committee that functions efficiently. These are: "the structural, programming skill, and group process skill components". An abuse of, or weakness in any of these areas can result in an ineffective Advisory Committee.

The Concept of "Need"

"Need" is a concept widely used in literature related to program planning in adult education, as well as community development.

Houle defines need as "A condition or situation in which something necessary or desirable is required or wanted; often used to express the deficiencies of an individual, or some category of people either generally, or in some set of circumstances." Needs have also been defined by McMahon (1970:21-22) as: "an imbalance, a lack of adjustment, or gap between the present situation and a set of social norms believed to be more desirable. "In an analysis of the concept of educational need, Monette (1977) grouped definitions of need into three major categories: basic human needs, felt needs; and ascribed or normative needs.

The difference between "felt" needs and "ascribed needs" have been explained by various authors (McMahon, 1970; Griffith, 1978; Monette, 1977, 1979; Lawson, 1979; Brookfield, 1983; Brackhaus, 1984). Felt needs are identified as the wants, desires, and wishes of the persons directly concerned. The satisfaction of these needs is believed to be necessary by the individuals themselves. Ascribed needs however, arise when an observer or outsider determines that an individual, group, or community falls short of a given ideal. this ideal state is one that is determined by that outside observer. Monette (1977:118) calls such a needs "normative" in that it entails three basic propositions:

that someone is in a given state; that this state is incompatible with norms held by some group or by society, and therefore the state of that someone should be changed.

Therefore the individual or group that falls short of the desirable standard is said to be in need.

Most models of planning in adult education do suggest that the first important step is the undertaking of an assessment of the learner's needs. "These needs then are used as a basis for determining the goals and aims of a program, which can then be translated into specific objectives, curricula, and evaluative criteria" (Brookfield, 1986:221). Therefore, a clear understanding of the nature and role of learner's needs, as well as appropriate methods for assessing them are a vital step in planning the resources and educational programs for a learning center.

Assessing Community Needs for Learning Center Programs and Services

The effectiveness of an agency's programming in adult education depends on its ability to satisfy the needs of various groups of clients. Thus, "the assessment of needs is an important basis for program planning" (Strother and Klus, 1982:17). In essence, the "what is" from Figure IV:3 is determined by collecting and studying pertinent information about the existing situation, or the community. Boyle (1981:158) mentions several factors that are important in choosing the most suitable approach (or approaches) to a community's needs assessment. These include:

- the type of program being developed; the nature of the target clientele to be served; the availability of the learner for involvement; and the resources available for doing a needs assessment.

Techniques for the assessment of a community's educational needs can be generally divided into either formal, or informal approaches.

Two formal approaches that can be used by CLC's to determine the needs of a community are a surveys or a situational analysis (McMahon, 1970; Boyle, 1981; Christensen and Robinson, 1982; Boone, 1985). A survey can collect information from many community members. This data when tabulated and analyzed, can provide valuable information for CLC program planning and community development needs and resources. A situational analysis or community study examines the individual in the context of his or her community. All aspects

of community life (as outlined by the ecosystem model (Figure III:1) of community life can be considered.

Formal methods of needs assessment such as surveys, polls, or community studies (McMahon, 1970; Christenson and Robinson, 1982; Boone, 1985) require considerable expertise, planning, time, and resources. When properly planned and carried out, these approaches can provide firm foundations for program planning. There are however, often situations in which such time and resource-intensive approaches are not feasible or available. Then, one can consider using several informal methods of needs assessment as valuable and valid sources of data to a situation analysis.

An effective adult educator is constantly evaluating and assessing the needs of clients as part of their ongoing activities. This is done through informal contacts with clients, community members, and colleagues on a day to day basis. Boone, Dolan, and Shearon (1971), and Boyle (1981) agree with others that much can continually be learned about the educational needs of the public through the effective use of the interpersonal skill of listening. Strother and Klus (1984) add the techniques of keeping track of inquiries from the public, and user feedback to informal methods of needs assessment.

Another important mode of informal needs assessment utilized by educators is that of offering a course largely on the basis of the programmer's intuitive judgment to see if it attracts participants. Strother and Klus (1982:34) have coined this as a "trial balloon", and Knox (1980:31) describes this as being "the most widely practiced method in adult education". This informal technique of discovering needs may be more economical, and obtain results more quickly than a fully planned and implemented formal needs assessment. This advantage over more formal methods can also be extended to include all informal needs assessments. These informal techniques of identifying and assessing needs can be done in addition to the other duties of adult educators, and so they are a cost-efficient way of obtaining valuable information.

The Concept of Community-Wide Needs

The task of determining the educational needs for adults in a given community may at first seem to be a rather straight-forward task. Through the situational analysis of a community, and the consideration of educational needs of individuals, of the sponsoring agency, and those of society, the basis for planning educational programs can be established. There are however, a number of important considerations over and above these factors. The concept of clearly defined "community needs" may be at best, highly questionable (Brookfield, 1984). What are usually proposed as community needs often tend to be one person's or one agency's prescription as to the kind of community change that is deemed as desirable. Another assumption which needs to be scrutinized more carefully is that the needs of all members of the community can be met at any one time. This ignores the possibility that there may be different groups within a given community whose interests are diametrically opposed. Experience has also shown that community leaders often represent specialized interests and can, or will speak only for a specific group of residents. Others may speak only for themselves. Most authors agree with Dillman (1978) that those individuals who are of lower socio-economic groups, ethnic minorities, or having low levels of formal education generally have difficulties in defining and articulating their needs. Therefore, the educational needs of these community residents can often be overlooked, or misinterpreted. The best that one can hope for then is that a community need as perceived by the educator reflects the majority preference of the residents within an area.

Ideally then, an adult educator needs a valid and reliable data base on the current social and economic situations in a community, as they affect the needs for adult education and for community development. There should also be a means by which one can on an on-going basis monitor subtle changes and trends in these factors. In order to comprehensively assess educational needs for a community,

Learning Center co-ordinators should use as much as possible a combination of formal as well as informal techniques. For Learning Centers, not only the needs for educational programs, but also the needs for, and extent of other services that can be developed should be assessed.

Program Content, Delivery Systems, and Instructional Media

The identification of an educational need, and the decision to proceed with a program may still leave a great many specifics as to content undecided. Tyler, as quoted from Boone (1984:140), outlines a number of possible sources for program content. There are the learners themselves - "What do they want in education?"; contemporary life - "What skills for living are required?"; subject specialists - "What content is to be taught?" and the organization's social philosophy "Whom shall we believe and follow?" The programmer can often be in danger of overlooking important topics, or may need to incorporate more ideas than can be managed within a designated period of time. Boyle (1981) agrees with Tyler that consultations with potential participants, experts, and advisory groups can aid in choosing program content.

The choice of a method or technique of delivering an educational program at a learning center involves a decision on how to get a given content across to a particular audience at an acceptable cost. The choice of strategies is generally threefold (Strother and Klus, 1982):

- "a) to bring the clients in to the educational institution;
- b) to bring the educational program out to the clients;
- c) to use media and distance delivery techniques to blend the above choices."

In examining the choice of appropriate delivery systems for community-based educational programs, the numbers of individuals in the target audience, as well as their personal characteristics must be considered. In a community, mobility is an issue in how far people are willing or able to travel from their homes, or places of business. Some potential clients, especially those of lower socio-economic status, or those living on the outskirts of a

community may lack access to convenient means of transportation. Job requirements, as well as a lack of child care facilities sometimes make it difficult for adults to attend regularly scheduled classes. As travel costs escalate, and become prohibitive over large geographical distances, educational organizations can lower costs by bringing resources and programs directly to their clients. This can be done either physically, or via the use of appropriate media technology, and distance education techniques.

The content of a course can also dictate delivery strategies in a number of ways. If certain physical facilities are required - such as access to a computer, or hands-on equipment for example, the choice of methods is more limited. The same applies for programs that require two-way interactions between the student and instructor, as well as among the students themselves. In a course that requires the mastery of complex skills, successive sessions that are interdependent on one another, over a period of time, may be necessary. Attitudinal learning such as that required in life skills programs may be significantly enhanced by role playing and group interaction. The interplay of these variables is complex, and the choice of program delivery strategies requires a balance of several possible approaches. In small communities however, these choices are often constrained by limited human and material resources, as well as costs of program delivery on a per capita basis.

Program Promotion

Once a program of adult education has been planned and organized, in order for it to be a success community members must know about its existence, as well as choose to participate. As discussed previously, adults have a wide spectrum of reasons for choosing to enroll in educational programs. Research in adult education suggests that among various sub-populations of adults, sex, their age, social class, previous education, self-concept, levels of aspiration and reference groups are among the major factors influencing participation in education (Bock, 1980). Johnson and Rivera (1965) support other studies indicating that indicates that adults with higher levels of formal education are more likely to be aware of and

take part in local educational opportunities.

A knowledge of the channels of communication used by community members, as well as how peers and others influence decisions are useful in designing a promotion and marketing strategy for an adult learning center such as a CLC. In choosing an effective means of promoting learning center programs and services, there are a number of essential factors to consider. These include:

... the communication must reach the target group; it must attract their attention; they must understand the message; it must appeal to their needs; it must persuade them that this is the preferred way to satisfy those needs, and it must be cost-effective ...

(Strother and Klus, 1982:102)

Program Evaluation

The definition of evaluation depends largely upon one's general philosophy of education, and how one intends to use the acquired evaluation information. Thiede (1964:29) views evaluation as "the process of determining the extent to which objectives have been attained". An operational definition proposed by Boone (1984:179) can be used as a guideline for establishing a working model of the evaluation process.

Evaluation is a co-ordinated process carried on by the total (educational) system and its individual subsystems. It consists of making judgments about planned programs based on established criteria and known observable evidence.

Steele (1970:13-14) in outlining a broad definition of evaluation indicates that there are at least five program characteristics that can be evaluated. These are:

- a) quality-of the content, instructors, and instructional media
- b) suitability - did it meet the needs and expectations of the participants; was it appropriate to the learning needs of the community?
- c) effectiveness - how well were its objectives accomplished?
- d) efficiency - were the accomplishments sufficient for the amount of

resources required; was this the best use of resources?

e) importance - how valuable was it to those that participated, and to the community? Was its importance sufficient to justify the resources involved?

Boone (1985) in relation to community-based educational programs indicates that the adequacy of need identification, assessment, and analysis can be added to these characteristics. The immediate, intermediate, and ultimate goals and objectives of a program can also be subject to evaluations. Using Arnstein's Ladder of Participation (1979) it is possible to evaluate the quality and extent of involvement by community members in the decision making processes.

A review of literature on adult education indicates that a number of important functions can be served by an effective evaluation effort. Most authors (Boyle, 1981; Strother and Klus, 1982; Boone, 1985) agree that a properly designed evaluation can have many uses. Boyle (1981:231) proposes that evaluations provide information useful in making administrative decisions and the distribution of rewards. They can also be a means of learning about clientele and their situations. Boone (1985:178) agrees with Boyle that evaluations can also give individuals as well as organizations a basis for focussing on goals, as well as measuring progress towards them. Boone also views evaluation as being important for assessing standards of accountability, or the efficiency in terms of quality and quantity of the program's operation. Strother and Klus (1982) and Grotelueschen (1980) state that program evaluations are also useful as a justification for the allocation of funds and resources. They can also be used to ascertain or evaluate any collaboration and co-ordination efforts with other institutions and agencies.

Summary

The foregoing has been an overview of what can be termed theoretically, the ideal of a learning center. The administrative and operational processes of its sponsoring agency or

organization reflect the commitment that the learning center is focused on the community. The program planning process is a democratic one, providing for the significant and meaningful involvement of community residents. Adults are well informed of the programs and services offered, and are able to participate in programs that meet their needs. These key factors allow the processes of community development to be enhanced. The CLC's that are the focus of this study are by design learning centers. Therefore, sound CLC administrative and operational processes can contribute vital resources to the development of Yukon communities.

Chapter V

RESEARCH DESIGN AND METHODS

A. Organization of the Study

The overall objective of this study is to assess the influence that CLC's have had on the development processes of Yukon communities. For the most part, this study is largely exploratory in nature, relying primarily on qualitative methods of research. Exploratory research is defined by Dooley as "research that begins without a specific hypothesis but only a general question, and hypotheses are generated from the data" (1984:273). This type of qualitative research seeks to build theory rather than test it. The exploratory approach to the study was selected as being the most appropriate in meeting the objectives of this research. Existing theory and published materials on adult Learning Centers as well as the effects of adult education on the development of Yukon communities were judged to be limited and inadequate.

The term "qualitative research" is defined as "social research based on non-quantitative observations made in the field and analyzed in non-statistical ways" (Dooley, 1984:267). Due to the exploratory nature of the research topic as well as the inherent characteristics of respondents and their respective communities, qualitative research methods were used to collect and analyze the data. The techniques that were extensively used to collect data included semi-structured interviewing, participant observation, and collecting pertinent documents and literature in the natural field setting of Yukon communities. These methods were deemed useful in retaining the advantage of flexibility and spontaneity. This allowed for discovering and utilizing different categories and sources of data as well as exploring new ideas, insights, concepts, and relationships as they emerged. It is well-documented that members of small and isolated communities are often relatively suspicious of an outsider investigating their affairs. The community residents therefore may have reacted quite negatively to the rigid and structured methods and tools of quantitative research.

The framework for presenting and analyzing the data for this research study is divided into three component parts. The first of these is an exploration, and basic gathering of information on the concepts of Community Development as related to small northern communities, and of Adult Learning Centers. This is accomplished primarily by a review of literature on these subject area. This material is supplemented by concepts drawn from studies in adult education, rural sociology, and the sociology of education. The second part of the framework presents a description and analysis of data gathered on the resources and operational processes of the CLC's. The study concludes with a review of how the CLC's have influenced the development of Yukon communities. The strengths and weaknesses of the CLC's are outlined, followed by a summary of a number of recommendations on how the CLC's can be improved.

B. Nature and Sources of Data

To fulfill the objectives of this research study (as outlined in Chapter I, different levels and types of data were required. A variety of sources were utilized to obtain this data as well as to cross-check the reliability and validity of the information gathered. Sources, as well as categories of data that were obtained are summarized in Table V:1.

TABLE V:1
TYPES AND SOURCES OF DATA COLLECTED

DATA SOURCES	TYPES OF DATA REQUIRED
- statistics - documents - annual reports - interviews with Yukon College staff in Whitehorse.	- descriptive information outlining the history and development of CLC's in Yukon communities; administrative procedures of the CLC's by Yukon College; nature and extent of support services for CLC's; description of courses offered at CLC's; statistics on student enrollment; plans for development and future expansion of CLC's.
CLC students	- data and information on relevant socio-economic and demographic characteristics of the CLC students, their perceptions of the social environment provided by their respective communities; their attitudes, perceptions, and behaviors toward adult education; their evaluation of the educational program(s) participated in at the CLC; and how they have been able to utilize the knowledge and skills they had acquired from the classes they studied, and how the CLC's had benefited their communities.
CLC Advisory Committee Members	- data on relevant socio-economic characteristics; - length of time served on the committee; reasons for joining; groups of community members they represented with respect to educational needs; duties and responsibilities as an advisory committee member; their perceptions of the adult education needs of the community; in what ways they feel the CLC's have contributed to the well-being of their community, and how the Learning Centers could be improved.
CLC Co-ordinators, instructors and tutors.	- data on relevant socio-economic characteristics; - detailed information on the organization of the Learning Center; needs assessments; program planning and promotion; delivery systems, teaching methods, and media; course evaluations; staff training and development activities; CLC facilities; student support services; public relations activities; future plans and developments; perceived effect of the CLC's on the well-being and development of the community, how the CLC's can be improved.
Personal observations of the researcher	- the physical facilities and material resources of each Learning Center; the atmosphere within the centers and its conduciveness to learning; the interactions between the students themselves and with the CLC instructors and/or co-ordinators; a review of the teaching methods and materials used; and the inherent environmental, social and economic constraints and possibilities within each community; nature and extent of communication and support links between communities and Yukon College.

C. The Research Procedure

Selection of Research Topic

The researcher was enrolled in a Master's program in Rural Sociology, primarily because of her interest in rural and community development issues. She had lived in a number of rural communities, including some in Southern Ontario, Northern Alberta, and in Yukon. While living in Clinton Creek Yukon, 1975-1976, the researcher had wished to further her education, as well as participate in general interest classes. At that time, information on further education opportunities, as well as adult education programs were unavailable in Yukon.

Before returning to studies in a Master's program, the researcher taught for one year at Olds Agricultural College in Alberta. This career experience gave valuable insights into the potentially important role that education can have in human resource development. While conducting an exploratory literature review for the purposes of choosing a thesis topic, it was noted that there was virtually no published information about an adult education system in Yukon. The researcher felt that her knowledge of the Yukon Territory, and experience of living in a Yukon community gave her a background which was valuable for undertaking a research project in this geographical area. Subsequently, a topic area which combined her knowledge of Yukon with the interest in adult education and community development issues was selected.

Initial Contact with Yukon College

Once the topic area for the thesis was selected, it was necessary to obtain background information on the adult education system in Yukon communities. The researcher was based in Edmonton Alberta, and by telephone contacted a number of individuals at Yukon College in Whitehorse. In conversations with the Assistant Director of Extensions, Nelson Ireland, she outlined her interests in conducting research on community-based adult education in Yukon

communities. It was also indicated that she chose to do a project that was of value and significance to the communities as well as to Yukon College. Mr. Ireland gave her several suggestions for topics that would be of interest as well as benefit to the College and the communities. In consultation with her advisor and other key individuals, the topic selected was: "The Influence of Community Learning Centers on the Development of Yukon Communities". The researcher was assured the assistance and co-operation of Yukon College, and the CLC's in conducting the study. Subsequently, a letter of support for the project was submitted to the Boreal Institute of Northern Studies at the University of Alberta. The fact that Yukon College viewed this as a worthwhile project, and committed their assistance to the researcher is believed to have been an important factor in the securing of funds from the Boreal Institute of Northern Studies to cover research expenses.

Data Collection 1985

The collection of data to complete this project was done in two stages, spanning a period of two summers. The exploratory phase of the fieldwork was completed in April and May of 1985. The majority of the time was spent in Whitehorse, with short trips made to each of the CLC's. The purpose of this phase of the research was to gain an in-depth understanding of the CLC's and how they are administered through Yukon College. It was also important during this stage of the project to establish contacts with CLC staff in rural communities in advance of the upcoming visits in 1986.

The preliminary phase of this research project accomplished a number of important objectives. The information that was gained from interviews gave the researcher a more comprehensive knowledge and understanding of the development of the CLC's, their administration by Yukon College, as well as the scope and nature of educational programs offered in the communities. Individuals other than Yukon College staff were able to provide valuable insights into the nature of economic and social problems in the communities as well as community development projects that had been initiated by various agencies in the rural

areas. They also gave the researcher their views on how adult education could aid in the development and betterment of Yukon communities.

The visits made to the communities themselves in 1985 allowed the researcher to observe the physical facilities of individual CLC's, their material and human resources, as well as variations between the CLC's. These trips were also very useful for establishing initial personal contacts with CLC staff. The researcher had an opportunity to introduce herself, to explain her interest in the CLC's, and to ask for their assistance and co-operation with the study. It also gave CLC staff the chance to ask any questions they might have had about the researcher project. The CLC co-ordinators and staff ultimately were to be the key community leaders who assisted in facilitating and legitimating the research study.

The information obtained during this first phase of the research project was then used to further clarify the objectives of the study, as well as design the research methodology for the upcoming phase of the research. It also allowed the researcher to make a judgment on what types of additional information should be collected in the next phase of the study. The researcher had gained an overview of the socio-economic and educational backgrounds of various categories of respondents. This information was useful in determining the levels of abstraction for questions asked, as well as selecting the words used to phrase questions for different categories of respondents. The information and insights gained in 1985 helped the researcher crystalize her thinking about how to access and evaluate the process of community development and the contributions that adult education can make to this process.

Data Collection 1986

The second phase of data collection was completed during the months of April, May, and June of 1986. The purpose of this trip to Yukon was to interview, and collect information from CLC students, community-based staff, and Advisory Committee members. A number of individuals who were contacted in Whitehorse during 1985 were interviewed again. The data collected was necessary in order to assess the operational aspects of the CLC's. It also gave

the researcher a basis for evaluating how the CLC's have influenced the development of Yukon communities. The researcher travelled to Yukon, visiting all the communities in which Learning Centers are located. These were: Watson Lake, Teslin, Carcross, Carmacks, Pelly Crossing, Ross River, Mayo, and Dawson City. The Learning Centers at Skookum Jim's Native Friendship Center in Whitehorse, and at the Whitehorse Correctional Center were also included.

The information gained during the second phase of this research was used to fulfill the objectives of the study. Data obtained from the CLC co-ordinators as well as the Advisory Committee members was used to compare how the CLC's operate in principle versus how they function in actual practice. This data also allowed the researcher to examine more closely the relationship between Yukon College and the CLC's. Judgements could then be made on the strengths and weaknesses of the CLC concept, as well as recommendations put forth on how they could be improved. Data that was collected from the students allowed the researcher to determine the socio-economic and demographic profiles of the individuals served by present CLC programs. An understanding was also gained of educational needs that were served by the CLC's, and those that were not.

The CLC's at Watson Lake, Teslin, and Carcross were still in session when visited by the researcher. By observing the in-class interactions between the students and instructors, as well as among the students themselves, an understanding was gained of the learning atmosphere that had been developed in these CLC's. The other CLC's visited did not have classes in session, therefore CLC co-ordinators assisted the researcher in establishing contact with community members who had been selected as respondents. In these communities, the extent to which CLC staff were in touch with the community members could be determined. The scope and nature of the network of communications, as well as the quality and extent of public relations between the CLC and its community were noted.

The personal visits to all the communities allowed the researcher to observe in detail, as well as compare and contrast the physical facilities and material resources of each CLC.

The existing and inherent environmental, social, and economic constraints and possibilities in each community were also evaluated. These observations in combination with data collected from respondents allowed for a fuller understanding of the resources that the CLC's had contributed to enhance the development of Yukon communities.

Visits to Community-Based Educational Facilities in Northern Alberta

The researcher visited the Community Vocational Center at Slave Lake in October, 1986 and the Learning Centers near High Level in February, 1987. Administrative staff at both Slave Lake and High Level were interviewed. Data was also collected from the teaching staff at the Learning Centers in Le Crete, Fort Vermillion, Jean D'or Prairie, and Paddle Prairie, located in the High Level area (Appendix 7). The purpose of these visits was to gain an understanding of the administrative processes of adult education agencies serving Northern Alberta communities. The researcher was also interested in observing the educational facilities that had been developed in these communities.

The information gathered during this phase of the research project was used as a basis for conceptualizing a number of proposed recommendations on how CLC's in Yukon communities can be improved. This was not meant to suggest that the community-based adult education facilities in Alberta were superior to the CLC's. It was the researcher's intent to highlight certain factors of Alberta's agencies, that if adapted to the situation in the Yukon, would have the potential of strengthening the CLC concept.

D. Selection of Data Sources

Review of Literature

In order to fulfill the objectives of this study, literature from a number of subject areas was reviewed. This included readings in adult development, extension education, community development, education administration, and community based education. One of

the problems encountered by this researcher was the limited amount of published data available on the concept of Learning Centers, as well as studies focussing specifically on Yukon communities. Therefore, much of the CD theory that was covered in the literature review section is relevant to small and relatively isolated communities. The literature selected for review from the field of adult education was applicable to the examination of community-based adult education systems.

Yukon College and CLC Documents

In the preliminary phase of this study, it was necessary for the researcher to gain an understanding of the history and development of adult education in Yukon communities. As well, it was important to know how CLC's in the communities are administered by, and linked with Yukon College in Whitehorse. This information was used to define the research objectives, design the methodology, and aid in selecting appropriate sources and types of data.

The first contact the researcher had with Yukon College was through Nelson Ireland, the Assistant Director of Extension, in the fall of 1984. In response to the researchers telephone queries, Mr. Ireland sent a large binder of information that had been assembled about the CLC's. Included were memos and unpublished documents that had been written by Yukon College staff during the development of the CLC's. There were also outlines of the philosophical foundations, mission statements, and assumptions that guided CLC programming. Another section of the binder contained articles of interest on community-based education, and adult Learning Centers that were in operation in North America, as well as Europe. During the process of conducting a review of literature, it was found that published material on adult Learning Centers was very limited. To date, there also was no information available to the researcher in Edmonton on the CLC's in Yukon communities. Therefore, this package of information was used extensively by the researcher in the preliminary phases of the study. It served to orient the researcher to the study, as well as to provide necessary data. During the 1985 and 1986 phases of data collection, additional

Yukon College documents and statistics were reviewed. CLC staff position descriptions, updated information on the role and function of advisory committees, as well as student enrollment statistics were selected.

During the phase of fieldwork conducted in 1986, the researcher requested of the CLC co-ordinators access to records of student enrollments, minutes of advisory committee meetings, and general correspondence with Yukon College. All 10 co-ordinators were very helpful in this regard. They supplied the researcher with this material, and she was allowed to look through it at her leisure. Relevant documents that were selected for reference were photocopied.

Community Learning Centers

When this research project was conceptualized in spring, 1985, there were 8 CLC's that had been established in rural Yukon communities. There were also two CLC's located in Whitehorse itself. One was situated in the Whitehorse Correctional Institute, and the other at Skookum Jim's Native Friendship Center. Another important objective was to assess the operational aspects of the CLC's. The objectives of this study required an assessment of the nature of the correspondence and the communication channels utilized to link the communities with Yukon College in Whitehorse/ was Thus, the CLC's located in Whitehorse itself were not included in the study. Brief informal interviews were however also conducted with the CLC co-ordinators and instructors there. During winter 1985-86 a CLC was established in Old Crow, a community in northern Yukon, and accessible only by air. The researcher was unable to visit the CLC at Old Crow primarily because additional expenses for travel by air had not been anticipated, or included in the research budget. All of the 8 other CLC's that were located in rural Yukon communities, were however visited by the researcher and data collected for the study.

CLC Co-ordinators, Instructors and Tutors

Each of the CLC's had at least one co-ordinator who was responsible for the management and operation of the CLC. Carcross and Dawson have two each. All 10 of the co-ordinators of the CLC's located in rural communities, were selected to be interviewed.

All of the CLC co-ordinators are responsible for instructing classes, in addition to their administrative duties. A number of CLC's have additional staff who act either as instructors (for full time classes) or tutors (for part time programming). Watson Lake has two instructors in addition to the CLC co-ordinator, and Teslin as well as Ross River have one tutor each. All (100%) of the instructional staff were also interviewed by the researcher.

CLC Advisory Committee Members

Each CLC has an Advisory Committee made up individuals who represent various sectors of the community. Their role is to act in an advisory capacity, and to inform Yukon College of educational needs of community residents. For all the rural communities visited by the researcher, there were a total of 46 Advisory Committee members. The researcher determined that all (100%) of the Advisory Committee members should be contacted and interviewed.

CLC Students

The classes that are offered at the CLC's can be divided into three basic categories: Academic Upgrading/College Preparation; General Interest Classes; and Life Skills. The researcher decided to contact present as well as former students from all three of these categories. The numbers of students who had enrolled in CLC programs were not large, primarily due to the inherently small populations within the communities themselves.

It was determined that as many students as could be contacted, would be interviewed, aiming for 50 academic upgrading/college preparation students, and 50 students that had enrolled in continuing education classes. Students from both categories were to be interviewed

in each community. The only CLC that had a full-time Life Skills component to the academic upgrading program was Carcross. The researcher interviewed each student in the class, collecting data on academic upgrading, as well as the Life Skills modules. Judging from total enrollment figures, the number of students the researcher was able to contact was considered to be a representative sample of the student population.

E. Methods Employed to Collect Field Data

A truck and camper were used as a means of transportation and accommodation in 1986, as this was deemed to be the most practical means of travel to the various CLC's. The network of roads in Yukon is good, even though distances between communities are great. Therefore, considerable time was spent travelling as the trip from Edmonton to Yukon return and around to all the communities was 7,000 km. It was necessary for the researcher to have her own accommodation because the cost of staying in hotel or motel rooms would have been prohibitive. Also, in the communities of Carcross and Pelly Crossing, there were no accommodations available for travellers. The researcher obtained permission to park at the community's school, or the CLC itself thereby gaining access to power, providing heat and light for the camper. The researcher spent 3-5 days in each community interviewing CLC co-ordinators, instructors, tutors, students, and Advisory Committee members.

Rationale for Personal Interviews

Due to the depth and amount of information required, it was decided that data should be gathered by personal interviews with all categories of respondents. Face-to-face interaction between the interviewer and the respondents made it desirable as a means of collecting data from community residents. Through personal interviews, it was possible to clarify the intent of the questions to prevent misunderstanding, and to probe when responses were incomplete or ambiguous. The respondents were from a wide variety of socio-economic backgrounds, and thus differed in their understanding of the questions and their abilities of self-expression. The

interviewer would be from time to time required to interpret the general purpose of the study, and to clarify the specific meaning of certain terms and questions. The personal interview also would allow for a greater flexibility in questioning the respondents. Parts of the interview schedule emphasized discovery and insight as opposed to measurement, so the researcher would be allowed to pursue hunches and clues, as well as explore new or conflicting bits of information as the interview progressed. Another distinct advantage to the personal interview was that it provided a greater opportunity to evaluate the validity of the information by observing the respondents nonverbal manifestations of attitude toward answering the questions.

One well-documented disadvantage of the personal interview is that it is costly in terms of time when a large number of interviews are necessary. An alternative method of completing interviews with the students would have been for the researcher to instruct the CLC co-ordinators in administering the interview schedules. Because this could have been done in the winter months when full classes were in session, the numbers of available respondents would naturally have been higher. It was decided to be of greater utility, however, for the researcher to complete this task personally during the visit to each community. Through consistency in observation and reporting, the reliability and validity of the resultant data would be enhanced. The researcher would also gain valuable experience and insights on interviewing in a cross-cultural setting. In subsequent conversations with the CLC co-ordinators, in fact, the majority of them felt that by having an outsider ask questions of the students, their answers would probably tend to be more objective. The students may have answered questions in a manner as to please the co-ordinator, rather than express their true feelings.

Design of Interview Schedules

The primary tool used in this study to obtain data from respondents was a schedule. Yang (1962:45) defines a schedule as "a set of questions filled in by an interviewer in a

face-to-face situation with another person". These schedules were designed in advance of doing the actual fieldwork to collect data. The researcher was then able to record specific details essential to the study, to accumulate specific categories of data, and to ensure a standardization of responses. Respondents were divided into categories of CLC co-ordinators, Advisory Committee members, and CLC students. Therefore, three different interview schedules were used. These were designed to specifically collect different types and levels of data. In order to gain a variety of perspectives on key issues, a number of questions posed were the same for all categories of respondents.

The wording of the questions themselves was another important consideration. As much as possible, a minimum of unconventional phrases and sociological terms were used. Simpler words or explanations in everyday language were substituted whenever possible. This was done with caution however, for fear of talking down to the respondents. Care was also taken in order to eliminate potential problems such as questions being too vague or too precise; biased, objectionable, personal, or too demanding. Questions were phrased in a manner such that they would be uniformly understood by all the respondents, regardless of educational and experiential backgrounds. It was assumed that the respondents would have the knowledge necessary to answer the questions posed.

This study, being largely exploratory and descriptive in nature, aimed at the discovery of ideas and insights, required a loosely structured format of interview schedule. It was decided to use primarily open-ended questions, as the various ways in which people might respond could not be anticipated. The questions were also intended to stimulate free thought, solicit suggestions, and to probe people's memories. It was expected that a number of respondents would want to state strong opinions or vent certain frustrations, and so this format would provide such an opportunity. One of the major disadvantages of open-ended questions, however, is that because of free expression, it is sometimes difficult to construct meaningful variables for statistical analysis. In this case, however, because the interviews were face-to-face, or by telephone, the researcher could probe into ambiguous responses, and ask

the respondents to qualify, or focus their answers. Much of the data sought was qualitative in nature, once again making open-ended questions most appropriate. Careful attention was paid to the topics of inquiry themselves, so that they would progress from the general to the specific, and from the simple to the complex in order to make answering them easier and more logical. This gave the respondents an opportunity to recall their experiences, reorganize them, and then find terms in which to express them.

Questions in one part of the interview schedule for CLC students were designed in a format that lent itself to the quantitative analysis of this data. The information gathered in this section was on socio-economic characteristics, age, and previous levels of academic achievement.

Pretesting of Interview Schedules

All three interview schedules were pre-tested in Edmonton to provide an opportunity for detecting potential short-comings. The persons chosen for the pretest had backgrounds similar to the respondents in terms of socioeconomic status, educational achievement, and reading comprehension abilities.

The interview schedule for the CLC co-ordinators (Appendix 1) was modelled after a schedule that was designed for a term project in a graduate level adult education class. While studying at the University of Alberta, the researcher conducted an in-depth analysis of the administration processes of the Further Education Council in Stony Plain, Alberta. Much of the data to be obtained from the CLC co-ordinators was identical to the information that was obtained from the Further Education Council co-ordinator. Therefore, interview schedules for CLC co-ordinators were in essence pre-tested during the course of completing the term project. Data for this project was collected primarily by interviewing the Further Education Council Co-ordinator.

The interview schedule for the CLC students (Appendix 2) was pre-tested on persons in Edmonton who had less than a grade 8 formal level of education, and to whom English

was a second language. From these initial pre-test exercises, the schedules were considerably reduced in length by eliminating unnecessary or repetitive questions, and streamlining the number of categories in partially close-ended questions into close-ended ones with ordered answer choices. The interview schedules for CLC Advisory Committee members (Appendix 3) needed no revisions.

Once the interview schedules were printed, the first two Yukon communities visited by the researcher, Watson Lake and Teslin, were used as further pre-test sites. All categories of respondents interviewed were asked if any of the questions were difficult to answer, or hard to understand, and if they had enough knowledge to answer the questions asked. Only several minor changes had to be made to the interview schedules. The CLC co-ordinators had no knowledge of, or input into the budgeting process, and thus this section was deleted from the originally designed interview schedule. The terms "community spirit" and "community pride" were not clearly understood by some CLC students, and thus were clarified and defined during interviews. No revisions were necessary on the CLC Advisory Committee members' interview schedules.

Procedure Used for Participant Observation

The personal visits made by the researcher to each of the communities also facilitated another important method of data collection, that of participant observation. This is also known as 'field observation', 'qualitative observation', or 'direct observation'. Participant observation refers to "the process in which an investigator (ideally) establishes and sustains a many-sided and relatively long-term relationship with a human association in its natural setting for the purpose of developing a scientific understanding of that association" (Lofland and Lofland, 1984:12). Classic participant observation then, always involves the interweaving of looking, listening and asking (Schatzman and Strauss, 1973), and using appropriate combinations of these to obtain the richest possible data. It is only by observing what people do when they interact with one another, as well as recording what they say they do, can one

begin to get insight into the dynamics of a community's culture. Participant observation also enabled the researcher to secure data within the mediums, symbols, and experiential worlds which have meaning to the respondents (Viditch, 1971). For this purpose, the researcher as much as possible, joined the community members in public places in their daily activities in order to experience these from a community's perspective. It also allowed to casually ask for explanations of recurring events or significant observations that would have been difficult to single out arriving on the scene "cold".

Field notes were recorded in the form of a daily log of events. These included a list of individuals that were contacted or interviewed, as well as observations that were made in the communities. Phenomena warranting further discussion or investigation as well as the personal thoughts and feelings of the researcher were included.

F. Administration of Personal Interview Schedules

Legitimation of the Study

In preparation for the 1986 phase of gathering the data, the researcher contacted Yukon College several weeks before travelling north. Since the position of Community Education co-ordinator was vacant, Rhoda McDougall, the Rural Supervisor of the CLC's was consulted by telephone from Edmonton. She was given an update on the project, and methodology for the 1986 phase of data collection was outlined. The telephone numbers of all the CLC co-ordinators were obtained, as they would be the primary contact persons in each community visited. In their role as key informants, they were to assist in obtaining co-operation from students as well as Advisory Committee members, locating and contacting respondents, and providing the necessary information during the progress of the study to help meet its objectives. For the purposes of establishing advance contact with the CLC co-ordinators, telephone calls from Edmonton were utilized to advise them of the researchers' upcoming visit. They were informed as to how data was to be gathered, and who would be

interviewed. This was followed by a package of material, containing stamped letters of introduction for the Advisory Committee members (Appendix 4), as well as to the CLC students (Appendix 5). They were sent by special delivery, or by bus to the CLC co-ordinators, and were timed to arrive 7-10 days before the visit of the researcher. This was deemed to be an appropriate time frame, as it would give respondents an opportunity to contemplate the information required, but not so long a period of time that they could easily forget about the upcoming interview. The co-ordinators agreed to either distribute these letters of introduction in person, or to address them and put them in the mail. For the benefit of those adults who might have a limited vocabulary and difficulties with reading comprehension, students' letters were written in a format that would be easy to understand.

An advance letter of introduction to notify prospective respondents was intended to counter several possible difficulties. These included: eliminating a potential element of surprise and suspicion generated by an unannounced researcher; to introduce and explain the purpose of the project; to give the respondents a time frame in which to expect the interview; and to advise the respondents of the type of information that would be asked of them (Dillman, 1978).

Another important intent of the advance letters was to build rapport by expressing appreciation to the respondents, and conveying the message that they are an integral part of the study. "Experimental evidence shows that advance letters positively influence the quality of data obtained in household surveys" (Dillman, 1978:245). Dillman also indicates that respondents who received advance letters were seen as more helpful and more interested in the interview, and also were more likely to ask for copies of results. These findings were indeed confirmed by the researcher. When respondents were asked how they felt about receiving an advance letter of introduction, comments from the students included:

- a. "...I knew what kind of questions you were going to ask;
- b. ...I knew who you were and sort of what to expect, so I wasn't as nervous;
- c. ...I was looking forward to asking you questions about going to university ...";

- from the Advisory Committee members ...;
- a. "...I didn't have to ask you a lot of questions before the interview started, because you had introduced yourself and the purpose of your research;
 - b. "...nobody has ever asked us questions like this before, so it gave me time to think about the answers;
 - c. "...I have a busy schedule, so I was able to set some time aside for you;
 - d. I think it was courteous of you to let us know you were coming ...";

- from the CLC co-ordinators.
- a. "The students were really flattered that someone from Edmonton was going to ask them their opinion on the Learning Centers;
 - b. "...the students were really looking forward to talking to you, and when you weren't here yet on Monday morning they all wondered why not;
 - c. "...the Advisory Committee members were interested in your project, and were eager to tell you their views and ideas ..."

The majority of the individuals that were interviewed did indeed ask what was to become of the results of this study. When the researcher indicated that a report of the findings and recommendations would be sent to each Learning Center, the respondents were then visibly less guarded and cautious in answering the interview questions.

In every interview situation, there is inherent a unique relationship between three principal factors. These are: the questions asked, the interviewer, and the respondent. The nurturing and development of an appropriate association between these elements is essential. The building of an appropriate relationship facilitates meaningful communication, and assures that gathered data is reliable, as well as sufficient in quantity and in quality. In the process of reviewing literature, it was discovered that there was a lack of reference material available on collecting data in northern communities. The researcher's experience of being a former resident of Yukon, as well as concepts drawn from rural sociology and social psychology were useful in selecting appropriate interview techniques. There is no doubt in the researcher's mind, that the knowledge and skills, as well as the science and art of interviewing in a small and cross-cultural community setting, can be learned. As the study progressed, the researcher gained skills in anticipating and overcoming potential inhibitors of communication, and increasing the facilitators of communication both before, during, and after the interview.

Establishing Contact with Respondents

The process of building initial rapport and trust between the researcher and the respondents before the interview was regarded as being a crucial one. Before the researcher arrived in the communities, the CLC co-ordinators had informed community residents of the upcoming visit. The letters of introduction had also been distributed to the CLC Advisory Committee members, as well as the CLC students. Upon arriving in each community, any spare time was spent in public places such as local businesses, the cafe, the store, the laundromat, and the Band office. Casual conversations were initiated with community residents, as the researcher identified herself and explained the purpose of the study. It also gave residents the opportunity to become aware of her presence, and to tell others, as in communities of this size word of mouth is a very important means of communication. By the time the researcher came to the CLC's, many of the community residents already knew that she had arrived.

Before beginning interviews with students at the Learning Centers, time was spent just "being" in the classroom. The researcher browsed through instructional materials and asked casual questions of the CLC co-ordinators, as well as the students. This period of time was considered essential for building rapport with the respondents. In explaining of the purpose of the study, the interviewer emphasized that she too was a student, and this was the first major research project undertaken. The fact that this study was sponsored by the University of Alberta was a decided advantage, due to the general distrust voiced in communities about Yukon government agencies. It was explained that this project was a part of the researcher's studies, and that being a former resident of the Yukon, it had particular interest and appeal. The difficulties of returning to school as an adult and the uncertainties of future employment possibilities were also discussed. Considerable time was spent answering CLC students' questions about going to university, doing research, life in Edmonton, and discussing the timely topic of the Stanley Cup Playoffs then in progress. In situations where students were not together in the classroom, an appropriate relationship was built by way of a suitable

adaptation of the above process prior to the actual interview.

Location of the Interviews

In the communities of Watson Lake, Teslin, and Carcross, the CLC's were still in session. Therefore, the majority of academic upgrading and College Preparation students were interviewed at the CLC facility. Some CLC students who had taken general interest education classes came to the CLC, others were contacted either in person or by telephone at their places of employment or residence. In the case of CLC's visited after the last official day of classes, the students were asked where they preferred to be interviewed. The locale of the interview was their choice, in order to diminish the threat that could be caused by unfamiliar surroundings. Therefore interviews were conducted at the Learning Center, in their own homes, at their place of employment, or at the local cafe. The locale of the interview was their choice, in order to diminish the threat that could be caused by unfamiliar surroundings.

The CLC co-ordinators and instructors and tutors were interviewed at the CLC facility itself. Advisory Committee members were interviewed at a location that was convenient to them, at their place of employment, or at their residence.

Interview Dynamics

Due to the length and depth of information required, it was decided that data from the CLC co-ordinators and the Advisory Committee members, was to be gathered by means of a face-to-face interview. This was also the method to be used for interviewing academic upgrading students, as the majority of them did not have telephones. Students who were primarily enrolled in general interest classes were individuals with fairly high levels of education. They were to be interviewed by telephone.

Mailed, self-administered questionnaires were not considered to be a plausible alternative form of data collection from students. The size of the population under study was small, and there is ample documented evidence of low response rates that can generally be

expected. Also, "if one is faced with surveying a low-income, low-education minority population, chances are good that the face-to-face interview is the only acceptable method" (Dillman, 1978:40). This was indeed the case with the majority of academic upgrading students who were Native, and had relatively low levels of formal education (up to grade 8). A number of students interviewed did have limited low reading skills, so that the probability of understanding a written questionnaire accurately would have been very questionable.

Both the personal and the telephone interviews with the CLC students took about 15-20 minutes; the interviews with the Advisory Committee members one hour; and with the CLC co-ordinators 3-4 hours. This process of building empathy continued into and throughout the interview process. The persons interviewed were assured of the anonymity of their responses. Students were also informed that the questions would not be difficult, personal, or resemble a test. Some that requested it, were given a copy of the questionnaire to read ahead of time to ease any potential fears. Every opportunity was used to give the respondents sincere recognition of their efforts, and indications of how critical the information they gave was to the value of the study.

Following the completion of the formal part of the interview, the researcher spent a few minutes "chatting" with the respondents. This post-interview phase of the data collection process had several functions. Firstly, it provided an opportunity to give sincere praise and feedback about their input. It was used for building the respondent's ego, designed to leave them with a pleasant and non-threatened feeling about the interview process itself. Also, it gave the respondents a chance to express any anxieties about the questions asked, and to regain their composure. Many of these individuals may not have been accustomed to thinking and verbalizing in conceptual terms, and some of the questions posed were somewhat demanding. The second function of this post-interview discussion was to ascertain any possible difficulties with parts of the formal interview. If the interviewer sensed a lack of spontaneity, or willingness to answer certain questions, these factors could be verified. As mentioned earlier, the interview process was refined as the researcher gained more experience.

These informal post-interview discussions were useful in improving the clarity of questions asked of subsequent respondents.

Following the interviews, the researcher was able to greet the majority of respondents in each community on a first name basis. Several CLC co-ordinators commented that this was a well-received gesture. The researcher made a conscious effort to remember people's names, in order to leave the respondents with the feeling that their efforts in attending the interviews, as well as the information provided had been considered valuable.

G. Specific Problems in Field Collection of Data

Access to Yukon College Documents

In the initial phase of the study, the researcher was assured access to Yukon College documents by Nelson Ireland. In the spring of 1985, Mr. Ireland resigned, his post at the College, leaving vacant the position Assistant Director of Extension. Rosemary Seaman was however hired as the new Co-ordinator of Community Education, assuming many duties of the Assistant Director's position. During conversations with Ms. Seaman, the researcher requested information about CLC staff job descriptions, the program planning process and records on CLC budgets, as well as student enrollment statistics. Ms. Seaman indicated that these were either unavailable, or were considered as classified information and not accessible to the researcher. The former Co-ordinator of Community Education, Leslie Carberry, who had been instrumental in establishing the CLC's was also contacted in Whitehorse. She was very helpful in sharing copies of Yukon College documents from her personal files.

When the researcher arrived in Yukon, April, 1986, Ms. Seaman was no longer employed by Yukon College. Mr. Kim Zapff had just been hired as the Co-ordinator of Community Education and the researcher met him for the first time. He was supportive of the project, and offered full co-operation, and access to College documents. Subsequently, the researcher was able to obtain updated information on the role and function of advisory

committees, and several relevant items of correspondence with the CLC's. Figures on student enrollment in CLC classes were also made available. The researcher was cautioned that these statistics for 1984-85, as well as 1985-86 could not be deemed as accurate. This was confirmed by the researcher as the student enrollment figures supplied by CLC co-ordinators in the communities varied from those on record at Yukon College (as much as + or - 50%). Therefore the figures cited in this study are those provided by the CLC co-ordinators.

In reviewing CLC documents and files, it was found that not all CLC's kept minutes of their advisory committee meetings. Therefore the researcher was unable to obtain information on the business that was discussed at these meetings. Since many of the CLC's had computers, much of the contact and correspondence with Yukon College was maintained through the use of the computer's "bulletin board" system. This allowed for messages to be transmitted from the college to the CLC's, and vice versa. This made records of the nature and frequency of contact between Yukon College and the CLC's unavailable to the researcher.

Locating Certain Respondents

The inherent situation was slightly different from one CLC to the next, thus certain modifications in techniques, strategies, and tactics had to be employed to collect the same data from students in various communities. In Watson Lake, Teslin, and Carcross the CLC's were still in session, and students could be contacted and interviewed at the Center. In Carmacks, the CLC co-ordinator had left early for the summer, and was not available as a contact person in the community. She had left a list of students with one of the Advisory Committee members who had subsequently misplaced it. So, in interviews with Advisory Committee members, as well as during casual conversations with community members in general, the researcher asked if they knew anyone that had attended classes at the CLC, and where these individuals could be contacted. In this manner, a representative (although small) sample of students from Carmacks were interviewed. In Ross River, Pelly Crossing, and Mayo, a few of the academic upgrading students came to the Learning Center on their own to

be interviewed. However, the majority of them were hesitant, and so the researcher accompanied by the CLC co-ordinator walked around town, visiting the various public places where they might have been (i.e., the store, laundromat, Band office) or directly to their homes. Once asked to participate in the study, the students did so fairly willingly. In subsequent conversations with the CLC co-ordinators, it was speculated that these students chose to participate because they had heard of the researcher's visit from others. Also, they possibly felt their input must have been important if such an effort had been made to specifically seek them out.

During the exploratory phase of the research conducted in 1985, the CLC's were in operation until the end of May. The researcher was also a student enrolled at the University of Alberta in Edmonton, and classes did not end until April 10, 1986. It was determined that the majority of the communities could be visited and data collected before the end of May. During the 1985-86 term of CLC operation, it was observed that attendance at the CLC's was very low during May and therefore classes would end April 30th, 1986. The CLC's themselves however were to be in operation for students who still wanted to continue their studies. This additional period of time gave the co-ordinators an opportunity to wrap up the year's work, and to get ready for the coming term. The other factor that contributed to fewer students being available was that many individuals living in Yukon communities go out of town in the spring. After the long winter, they often visit distant relatives, travel to Whitehorse, or go to work at seasonal employment opportunities.

Overcoming Semantic and Cross-Cultural Differences

Two significant factors most influenced the interview techniques chosen. The majority of Learning Center students (particularly those involved in academic upgrading) were of Native ancestry. Secondly, these Yukon communities are small and socially, as well as geographically, relatively isolated. Generally speaking, conservatism of people living in small communities such as these makes them somewhat fearful and suspicious of anyone especially

an outsider, investigating their private affairs. These difficulties were addressed by way of legitimization of the study through the CLC co-ordinators, as well as personal persuasion and appeal on the part of the researcher. A conscious effort was made to overcome other possible barriers to effective communication in advance of the interview situation. These barriers were primarily differences between the researcher and respondents in socio-economic status, dress, and vocabulary. It was felt that there could not be an effective pattern of verbal communication unless there was also a complementary pattern of non-verbal communication. In keeping with the local norms and standards, the researcher chose a very casual manner of dress, behavior, and language in order to be perceived as a less threatening symbol of authority or formality by the CLC students. Accordingly, a more formal and professional manner of conduct and vocabulary was used in dealing with CLC co-ordinators and Advisory Committee members. This was done so as not to undermine their perceptions of the credibility of the researcher, and the validity of the study.

It was noted that the first few interviews with Native students were rather stilted and formal. In a discussion with the Leda Jules, the academic upgrading instructor in Watson Lake, it was mentioned that in the Native culture it is impolite to maintain constant eye contact with another person in the course of a conversation. This is directly in opposition to an important and frequently used form of non-verbal communication when probing for a further explanation, or waiting for an answer in a non-Native setting. The researcher then looked down at the questionnaire, or around the room when waiting in a response, and this seemed to visibly relax the Native students. It gave them a chance to observe the researcher as they thought for a few minutes before answering questions. The result was that more detail was obtained than in the few previous interviews.

H. Processing and Analysis of Data

In order to enhance the reliability and validity of the data gathered for this study, a number of different sources of evidence were used.

Documents

The Yukon College documents examined in the course of this study were used primarily for gaining an understanding of the operational processes of the CLC's. The most important use of these documents was to corroborate and supplement evidence from other sources (such as personal interviews). Excerpts, as well as overall impressions and inferences drawn from these documents are included in the data chapters.

Archival Records

Data collected from archival records was used in outlining the history and development of the CLC's. The mission and philosophy statements were used to make judgements on how the CLC's in practice compared and contrasted to their original intent. Service records, such as those showing the numbers of clients served in a given period of time were also useful. Charts outlining the planning process for CLC programs were used in judging the efficacy of program planning, as well as the amount of meaningful input from community residents.

Interviews

When the researcher returned to Edmonton, the interview schedules were prepared for analysis. The majority of questions were open-ended, and thus the categorizing of data was a complex and time consuming process. For each question, the schedules were read, and responses grouped according to various categories. The nature of the response categories was dependent upon the objectives established for that data. The responses were then counted, and for the most part, recorded by numbers of respondents, or percentages of respondents in a

given category. This was determined to be an appropriate way of analyzing data for a qualitative and exploratory study of this nature.

Direct Observations

The field visits to various Yukon communities also provided the opportunity for the direct observation of the communities. These observations were recorded in the form of a daily journal. This journal was useful in gaining further insights into the phenomena of CLC's, as well as their context - Yukon communities. The researcher was also able to ask community residents about the validity of these observations. The observations are recorded as part of the data chapters.

Formulating the Model

The model proposed in Chapter VIII outlines the various ways in which CLC's have aided in the development processes of Yukon communities. The Ecosystem Model of community (Figure III:1) was used as a basis for constructing this model. The literature reviewed on community development was used to specifically identify the developments that had occurred in Yukon communities. These conclusions were then divided according to developments in the human, manmade, and natural components of community ecosystems, and presented in the model.

Writing the Report

The writing of a non-academic final report to be shared with the CLC's and with Yukon College was designed to achieve several objectives. The first of these was to indicate to those individuals who participated in the study, that their input was both valuable and essential. The second was to provide an overview of the strengths and weaknesses of the CLC concept. The third was to provide an overview of how the CLC's have aided Yukon community development. The fourth was to provide Yukon College with a list of

recommendations to improve the CLC's, and guide in future development and expansion plans.

The researcher formulated the final report by drawing on the material contained in the thesis. Each chapter in the thesis had a corresponding section in the final report. Care was taken to use language that would be readily understood by individuals who could read at the level required to understand a newspaper. A minimum of sociological terms was used, and clear definitions were provided for those that were included. A copy of this report was sent to each CLC, as well as to those individuals who had been interviewed in Whitehorse in 1986. This included Yukon College staff and other educators who had been instrumental in assisting in data collection.

I. Questions of Reliability and Validity

The tendency for observers to become personally involved in their field setting has been highlighted as one of the potential threats to the reliability and validity of quantitative observations (Dooley, 1984). This very characteristic however can be regarded as a strength when dealing with community members in small, and relatively isolated northern communities. After becoming aware, and accustomed to the researcher's presence, the community members returned to their normal routines. This gave the data collected through personal observation the strength of nonreactivity (with the researcher not influencing the natural field setting).

Although the researcher was not able to spend a particularly long time in each of the communities visited, this factor did not necessarily detract from the validity of the collected data. From all indications, the researcher appeared to have gained a good rapport with Yukon College Staff, CLC staff and students, as well as community members. There are several significant factors that contributed to this rapport.

The researcher had the advantage of establishing initial contact with a large number of key individuals during the 1985, preliminary phase of the research project. The assurance of their co-operation and assistance with the collection of data in 1986 was secured. The letters

of introduction that were mailed to each of the communities in advance of the researcher's visit were a second factor important in legitimizing the study to community members. These letters were distributed to potential respondents by the CLC co-ordinators. The fact that the study was sanctioned by these individuals, well-known and respected members of their communities, helped gain the confidence and support that was essential from community members. It was important to many individuals that a final report of findings and recommendations of the study was to be sent to each CLC.

The interviews themselves in the communities were conducted in a manner that was appropriately casual and non-threatening to the respondents. Careful attention was paid to building rapport with community members before, during, and after the interview. A decided advantage, was that the interviews were face-to-face, allowing for the clarification of ambiguous or indirect responses. Many individuals who were interviewed had less than a high school level of education, a factor which may have limited their ability to articulate abstractions and general concepts in a written questionnaire.

The fact that the researcher was a former resident of Yukon was also significant. A previous appreciation and understanding of the various social, cultural, and economic facets of northern community life was a valuable asset in relating to respondents. The researcher felt comfortable spending time in public places and attending various social functions. She found that it was not difficult to initiate and sustain conversations with community members of various ethnic and socio-economic backgrounds. These informal interactions not only provided an additional opportunity to observe, listen, and flow with the social currents of northern community life, but also provided access to perceptions from different points of view. Interviews with a variety of respondents, as well as personal observations at different times and places in the communities, increased the probability of the researcher being able to detect potentially unreliable or conflicting information.

It was assumed that validity was also increased by using a variety of sources, as well as techniques for collecting data. Where there is consistency between a verbal response, a

non-verbal response, and subsequent behavior of the respondent, one's confidence in the validity of the data should increase.

Finally, the continuation of field research over the period of two summers was another distinct advantage to this project. This longer duration of the project, the multiple informants, as well as triangulation, (the many cross-comparisons of observational and interview data) enhanced the reliability and validity of the data collected.

Chapter VI

CLC'S AS RESOURCES FOR COMMUNITY DEVELOPMENT

The development of a community can be aided in a number of ways (as outlined in "Approaches to Community Development, Table III:1). Connor (1986) emphasizes that the addition and development of resources and technology can significantly aid in the development processes of a community. Adding to the existing quantity of a particular resource, or introducing a qualitatively different type of resource is one important strategy for development. The same is true of introducing improved items of technology. Development may also occur when a community makes more effective use of existing resources. These resources include physical and organizational, as well as human ones. In most cases, it is the human resource, or the people of the community who represent its greatest and most neglected asset.

This data chapter focuses on the resources and technology that the CLC's have added to the Yukon communities. Resources in this case are organizational (the CLC's as a community-based system of delivering adult education), human, (training of community residents as CLC co-ordinators and instructors) and also physical (the CLC facilities themselves). The technology added to the communities by the CLC's includes the resources of audio-visual equipment and learning materials used by residents to pursue a variety of educational programs. 'Technology' in this case, also refer to communication and information links available through the CLC's. These links help diminish the barriers of geographical isolation and social distance between the communities themselves, Whitehorse and also other post-secondary institutions in the rest of Canada.

In order to gain an understanding of the context in which the CLC's were established and introduced to Yukon communities, it is useful to begin with a brief overview of the history and development of the CLC concept.

A. Community-Based Adult Education: 1968-1981

The Community-Based Education (CBE) program of adult education introduced to Yukon Communities in the 1960's and 1970's was the predecessor of the CLC's. The goals of this program were primarily to raise the academic and literacy levels of adults in rural areas. Training was also to be provided for gaining the skills necessary to enter employment opportunities (Carberry, 1984). No formal needs assessments were done, but programming was based on the observation that a large number of Yukon residents, particularly those of Native origin, had very low levels of academic, reading, and writing skills.

The CBE program was administered centrally from (Yukon Vocational and Technical Training Center) YVTTC, now Yukon College in Whitehorse. The Supervisor of Community Basic Education was responsible for the training and development of all community staff, as well as co-ordinating support services for the programs. Instructors were hired either in Whitehorse, or locally. Individuals were selected on the basis of their experience and knowledge, as well as connections in the community. They were provided with a comprehensive training program which included an orientation to the instructional materials, teaching methods, and leading Life Skills Classes. At the peak of the CBE program, there were 12 communities involved, and more than 20 persons on staff. They included instructors, life-skills coaches, two clerical staff, an audio-visual co-ordinator, and at least one administrator/supervisor (Carberry, 1984).

The instructional materials for the CBE program were based primarily on the Newstart concept. This program had been developed in Saskatchewan through the Newstart Corporation, in conjunction with the federal government. The teaching materials had been tried, and were being extensively used in predominantly Native communities of Northern Saskatchewan. The results of the field tests had been encouraging, and thus it was felt that this program could also be successfully implemented in Yukon. Yukon communities were considered to be similar to those in Northern Saskatchewan, thus there was little adaptation of the basic Newstart teaching materials.

The components of the Newstart concept were the BLADE (Basic Literacy for Adult Development); the LINC (Learning Individualized for New Canadians); and the Life Skills programs. The BLADE and LINC programs covered literacy and numeracy training for adults in academic levels of grade 0 to grade 10. Students' initial skill levels were diagnosed through placement inventories and tests. CBE students were also required to participate in Life Skills sessions as part of the academic upgrading program. There was no minimum grade level necessary for entry into the CBE program. The only requirement was however that students be at least 17 years of age (Carberry, 1984). Students were expected to attend daily, and to stay in the program until completing either the literacy (grade 6) or academic upgrading (grade 10) levels.

Drawbacks of the CBE Program

Over the years that the CBE program was in operation, many students were making good progress. It became evident however, that there were a number of problems with this concept. Even though the program materials were individualized to a great extent, they were rigid in content. Supplementary materials were limited for those students who needed additional practice exercises. The prescribed, programmed approach to the delivery of the curriculum materials created a growing sense of dissatisfaction among instructors and students alike. Once the students finished the level equivalent to grade 10, there was no further training available. The CBE program required students to attend on a full-time basis, and thus it excluded those adults who could only come on a part-time basis. The prevalence of personal and social problems prevented many students from consistently meeting the daily attendance requirements. Once the program was interrupted, there was limited opportunity for students to begin again.

The CBE program as it existed in Yukon communities, offered classes only in literacy training and academic upgrading and life skills. Because of the program content as well as its full-time requirement, the majority of students who attended were Native. There was a

growing sense of dissatisfaction among many other community residents whose educational needs were not being met. These included individuals who were working either full or part-time, as well as those who were interested in other areas of educational programming.

B. Community Learning Centers

Origins of the Program

During 1979/80 a major evaluation study was done on the CBE program in Yukon communities (Carberry, 1984). This generated considerable discussion at YVTTC and the Yukon Department of Advanced Education about the efficacy of this concept.

Possible alternative ways of delivering adult education programming to rural communities was discussed. The former CBE supervisor had resigned at this time, and another individual had been hired. The new supervisor had assisted in establishing Community Learning Centers (CLC's) in several communities in Northern Saskatchewan. The adult learning center concept was viewed by planners and administrators as having considerable merit for community education in Yukon. Thus, in September 1980, a pilot CLC was opened in Haines Junction. Due to limitations and difficulties with advertising the programs, it was not properly established, and closed in the spring of 1981 (Carberry, 1984). In September of 1981 however, CLC's were successfully implemented in Dawson City, Carcross, and Watson Lake. CLC's were over the next few years established in other Yukon communities as well. The CLC in Mayo opened in 1982; Teslin, 1983; Carmacks, Pelly Crossing and Ross River in 1984; and Old Crow in 1985. Community Learning Centers were also planned for Haines Junction and Burwash Landing, to be established in 1986.

Rationale for Establishing CLC's

The Community Learning Center concept was viewed as being a workable means of delivering adult education programs to Yukon communities. In an unpublished document,

"Background-Community Learning Centers" (1982), a number of considerations that led to the implementation of CLC's are outlined. There was firstly a need to establish a local presence for YVTTC in the communities, as well as to implement a direct and reliable information link between Whitehorse and the rural areas. To date, all adult education programming and services (such as YVTTC admissions, career and vocational counselling, co-ordination of part-time programming), as well as physical and human resources had been centralized in Whitehorse. A lack of clear and direct communication links to communities, and an inadequate support structures for the rural areas caused further problems. This severely limited most communities from offering meaningful adult education activities and student support services. Yukon communities are similar to one another in that they have small populations, and are relatively isolated by distance from Whitehorse as well as one another. They do however differ in certain factors such as economic base, socio-economic and educational characteristics of residents. Locally available physical and human resources that can be developed for adult education vary from one community to the next. Thus, there was a need for an organizational model with enough flexibility to allow for services and programming to develop over time, and in response to an individual community's needs.

A well co-ordinated and adequately supported adult education presence in the communities could greatly improve the availability of much needed learning resources for rural residents. It would assist rural Yukoners to pursue many of their educational goals without leaving home.

Tamas (1980:2)

C. Goals and Mission of Yukon College and the CLC's

The establishment of a comprehensive Community Learning Center system by YVTTC had two major overall objectives (Tamas, 1980). The first was to develop a locally accessible, and community-based organization that could meet the learning needs of rural adults. The second was to co-ordinate access communities had to learning resources available through various agencies in Yukon and the rest of Canada. In order to meet these objectives, the

following goals were established:

- a) to develop a new profile and approach to upgrading and other educational programming;
- b) to more accurately determine and meet the educational needs of communities;
- c) to allow for flexibility in program delivery;
- d) to allow for the growth and development of upgrading as well as other program areas;
- e) to assist community members in establishing directions and developing plans for their own educational programming.

(Carberry, 1984:5)

Due to the increased demand for locally available post-secondary education opportunities, in 1982, YVTTC was expanded to become Yukon College. The college was the operational matrix for all major post-secondary training and education for Yukon. The 1983 Mission Statement states: "Yukon College assumes primary responsibility for post-secondary delivery services to the adult peoples of Yukon". Its main focus was to be on the provision of programming for initial employment entry. Programming would be based on a pro-active response to needs of future employment. Also developed would be an ability to assist individuals in coping with society's complex nature" (Yukon College Mission Statement, 1983).

As their programming expanded, Yukon College was restructured and re-organized a number of times. By 1986, the CLC's were administered by the Department of Extension Services at Yukon College. The purpose of this department in the College is "to offer educational activities which overcome cultural, economic, geographical and institutional barriers that prevent adults from accessing traditional educational activities" (Department of Extension Services, Mission Statement). Furthermore, these educational activities would contribute to the economic and social development of the entire community.

The service focus of Extension Services is aimed at serving groups of adults who are educationally disadvantaged. Academic and human skills program areas are to include career/vocational counselling, special needs programming, and academic upgrading. In order to meet their educational needs credit and non-credit courses are to be offered, "designed to meet specific needs and interests in vocational, technical, or economic development areas"

(Department of Extension Services Yukon College, 1986).

Discussion

The mission and philosophy of the adult education organization outlines certain assumptions about the purposes of education, purpose of the agency itself and the characteristics of adult learners. "These assumptions undergrid and permeate the total programming process, beginning with planning, and extending through evaluating and accounting for program outcomes" (Boone, 1985:4). The mission statement for Yukon College Extension Services (and thus the CLC's) acknowledge that in Yukon there are a number of barriers that prevent adults from accessing educational opportunities. These are especially acute in small communities and the rural areas. By bringing educational services out to the communities through the CLC's, the geographical and institutional obstacles to learning can begin to be addressed. Programs are also to be offered using a variety of delivery formats ranging from part-time to full-time; from short courses to those having one or more year's duration; from centrally-delivered to community-based. Conceivably then, adults in rural areas would receive a range of programs comparable to those offered in Whitehorse. In addressing the economic barriers to education, there is a stated commitment to offer programs that will be most cost-beneficial to the adult learner and the College. This is to be done regardless of the delivery mode, or the location of the learner.

A review of the descriptions of a Learning Center as described by Selman (1984) and Cassidy (1985) highlight the following features: it is community-based and oriented; it is flexible and accessible; it provides advisory services as well as educational programming; and it meets the needs of individual learners as well as the wider learning community. The stated goals of the CLC's coupled with the intended mission of Yukon College's Department of Extension Services provides a firm foundation for the establishment of CLC's as true Learning Centers. The programs offered are to include those in academic and human skills areas as well as career and vocational counselling. Yukon College, the sponsoring agency for

the CLC's is an educational organization. Thus, necessarily the programs offered would be those included in the college's mandate. According to Strother and Klus (1982) however, an educational organization's capabilities and resources that can be used to expand these capabilities can serve as constraints and limitations on the scope of its programming. In this context, 'capabilities' would include the ability of CLC's to determine community needs, as well as deliver programs and services to meet these needs. The human, physical, economic, and organizational resources available in the communities, or that the CLC's have access to through Yukon College could also conceivably limit the scope of their programming.

D. Physical Facilities of CLC'S

The CLC's were established as a locally accessible and community-based system of adult education. Rather than build structures to accommodate the CLC's, it was decided that it would be more economical to rent facilities that already existed in the communities. Thus, the buildings that house the CLC's vary greatly from one community to the next. The researcher personally visited each of these CLC's. Classes were in progress in a number of the CLC's, in others they were not. The personal observations of the researcher combined with comments from community members allowed for an evaluation of the adequacy of these facilities for their intended functions.

The selection of a suitable physical location for a learning center is one of the most important factors to influence its growth and development. A learning center needs to be accessible, both physically and psychologically to the learners. The environment provided by a well designed learning center is non-threatening and conducive to learning. Areas set aside for group and independent study assist students in choosing a mode of learning most suited to their needs. Both Cassidy (1985) and the Knowledge Network's Task Force agree that sufficient resource materials and the appropriate technological resources are available to allow students to meet their learning needs.

The data gathered about the physical facilities of the CLC's is summarized in Table VI:4. The columns entitled "neutral facility" (as explained in the literature review) and "adequate space" are conclusions made by the researcher. These judgements were made based on personal observations combined with community members' points of view.

The major drawback observed by the researcher about virtually all the CLC facilities was the lack of adequate space. When the CLC's were first established, their programming was limited to academic upgrading, set up on a part-time, drop-in basis. Now however, with an expansion in courses and services offered, more and more community residents have been attending. In many communities as well, there is a demonstrated need for a full-time academic upgrading classroom. Extra space would also be needed for continuing education or general interest classes. The necessity of setting aside a lounge area for smokers, as well as a separate room for individual study or counselling was mentioned by the overwhelming majority of adults that were interviewed. The present CLC facilities in all communities had more than reached their full capacity to function efficiently. All were verging on being overcrowded, with no room available for expansion.

The second disadvantage to a number of CLC facilities was that they were not in a truly "neutral" location. Neutral in this sense means that Natives and non-Natives alike would be comfortable coming to, and using the facility. In Yukon communities if all CLC's were centrally located, in a neutral building, they would truly be physically and psychologically "accessible" (Selman, 1984).

In Fort Vermillion Alberta, Fairview College's adult learning center is situated in a single family dwelling, similar to those in Yukon. The researcher visited this learning center in 1987 when classes were in session. Judging from personal observation as well as comments from staff, it was determined that the facility very adequately served the needs of the community. The large windows gave it a bright pleasant atmosphere. Separate rooms were set aside for staff offices, academic testing, group study, and individual study areas. In Jean d'Or

TABLE VI:1
SUMMARY OF DATA GATHERED ON PHYSICAL FACILITIES OF CLC'S

YEAR ESTABL	PRESENT LOCATION OF	NUMBER OF ROOMS	AMMENITIES						NEUTRAL FAC.	ADEQUATE SPACE
			VCR	COMPUTER TEL.	INDOOR WASH ROOMS	AREA GROUP STUDY	AREA INDEP. STUDY			
Carcross 1981	Recreation Hall	3	x	x	x	x	x	Yes	no	
Dawson 1981	Gov't Building	2	x	x	x	x	0	Yes	no	
Watson 1981	School	3	x	x	x	x	x	No	no	
Mayo 1982	School	1	x	x	x	x	x	No	no	
Pelly 1984	Band Hall	2	x	x	x	x	0	No	no	
Ross R. 1984	Trailer	2	x	x	0	x	0	No	no	
Teslin 1984	Log Bldg.	2	x	x	0	x	0	Yes	no	
Carmacks 1984	Trailer	1	x	x	0	x	0	No	no	

NOTE: "x" indicates the amenity is available, "0" indicates not available at the CLC.

Prairie and in High Level, Alberta, the learning centers were well accommodated in trailers, or modular portable classrooms. The use of structures such as these could be a practical means of extending the present facilities of CLC's already established in neutral locations in Yukon communities.

Implications for CD

Results of the "Community Facilities Improvement" and "Physical Development" programs of community development are manifested as physical structures. These structures can then subsequently be used by residents to improve the community itself, and the lives of its residents. Preceding the establishment of CLC's, there were no buildings specifically designated as facilities for rural adult education activities. All the human, physical, and organizational resources devoted to Yukon's adult education were centered in Whitehorse. New, previously centralized resources could be extended out to rural communities. Resources in the form of technological equipment, educational programs and materials, as well as a reference library for adults could be situated in one centralized location. Educational, as well as career counselling, and information services were also made available at the learning centers. These resources, now available locally were valuable in bringing educational opportunities and services to Yukon's rural areas.

E. CLC Staff in Yukon Communities

When the CLC's were established in Yukon communities, it was determined that each CLC was to have on staff at least one co-ordinator. These individuals were to supervise the day to day operation of the CLC, and to act as instructors for educational programs. A detailed outline of their responsibilities is presented in Appendix 9. Additional instructors (who are full-time teaching staff), and tutors (instructing on a part-time basis), would be hired as necessary, depending on the number of students attending the CLC. Most CLC's had one co-ordinator, but Carcross and Dawson had two CLC co-ordinators each. The CLC's at

Ross River and Teslin had one tutor each, and Watson Lake had two full-time instructors in addition to the CLC co-ordinators. All the CLC co-ordinators as well as instructors and tutors were interviewed by the researcher.

CLC Co-ordinators

Education and Experience

The CLC co-ordinators were asked about their education and previous career experience. As with many educators of adults, CLC staff may or may not have a background in adult education. In northern communities such as those in Yukon there is an acute shortage of individuals with post-secondary levels of education. The researcher discussed the recruiting procedures for CLC co-ordinators with staff at Yukon College. The Community Education Co-ordinator indicated that individuals were more often than not selected on the basis of their interest in, and knowledge of the community. Equally important, were their interpersonal skills, their ability to get along with various cultural and interest groups in the community, and their commitment to adult education. "Academic studies though valuable are not seen as being the sole criteria for selection" (McIntyre, 1985).

Roles and Responsibilities

The CLC co-ordinators interviewed were asked by the researcher to outline their specific duties. The results are summarized in Figure VI:1, listed in order of priority. These roles and responsibilities were found to be comparable to the ones outlined in the literature review in Chapter IV. Their perceived duties are also similar to the ones proposed by Yukon College (Appendix 11).

The CLC co-ordinators were also asked if they were able to effectively perform these duties within the number of hours specified by their terms of employment. Many CLC's have only one co-ordinator, often employed on a part-time

TABLE VI:2
EDUCATIONAL AND EXPERIENTIAL BACKGROUNDS
OF CLC CO-ORDINATORS
(N=10)

	NUMBER OF RESPONDENTS	% OF TOTAL
FORMAL EDUCATION		
- incomplete highschool	1	10
- completed grade 12	1	10
- some post-secondary ed.	2	20
- completed Bachelor degree	3	30
- teaching certificate	3	30
TOTAL	10	100
EXPERIENCE		
- no previous teaching exp.	5	50
- public school teaching exp.	2	20
- previous exp. teaching adults	3	30
TOTAL	10	100

FIGURE VI:1

ROLES AND RESPONSIBILITIES AS PERCEIVED BY CLC CO-ORDINATORS THEMSELVES

ROLES

- manager of the CLC
- facilitator of learning
- an instructor
- an evaluator of student's progress
- a recruiter of potential students and instructors
- community public relations manager
- liaison between Yukon College and the community.

RESPONSIBILITIES

- to maintain a supportive and encouraging atmosphere in the CLC
- to have a working knowledge of all instructional materials
- to be familiar with and apply techniques of adult education
- to organize, promote, implement, and evaluate short courses at the CLC
- to administer competency tests
- to keep detailed student records
- to counsel students in academic and to some extent personal matters
- maintain an up-to-date reference library for community use.
- keep in touch with CLC Advisory committee members re: meetings and community needs
- order materials and supplies for the CLC.

basis. Over 70% of the co-ordinators interviewed reported working extra, unpaid hours in order to manage the designated workload. Others reported using their own time to familiarize themselves with the instructional materials. As stated by one CLC co-ordinator, "It is unrealistic to expect that one person, working on a part-time basis can handle the administrative duties required, instruct several classes, plan and implement short courses, keep records, and handle the public relations effectively".

Professional Development for CLC Co-ordinators

The roles and responsibilities of the CLC co-ordinators were as diverse and comprehensive as those discussed in the literature review. As with most educators of adults, they come from a wide variety of educational and experiential backgrounds. Professional Development (PD) activities can assist CLC staff in supplementing and upgrading their knowledge and skills, and adjusting to new needs and circumstances in their communities. As suggested by Trivett (1972:2), "the maintenance of knowledge and growth in skills are the most critical aspects of a professional educator". A review of literature indicates that PD involves more than just the upgrading of a person's knowledge and skills. It also addresses issues of personal growth as well as continuous career development and achievement. Equally important is the fostering of mutually beneficial relationships with the parent agency (Strother and Klus, 1982).

During the time period extending from May 1985 to May 1986, the following workshops and/or training opportunities had been made available to the CLC co-ordinators:

- one workshop on alcohol abuse
- one workshop on counselling techniques
- one instructional skills workshop
- a three day in-service session to deal with clarifying job descriptions and terms of employment, as well as training in office-keeping procedures; an introduction to the Personal Skills Development modules.
- an opportunity to attend the annual Canadian Association of Adult Education conference in Whitehorse, August 1985. The theme was "Adult Education, a Northern Perspective".
- the opportunity to enroll in the "Diploma in Adult Education" program,

offered by correspondence from the University of British Columbia.

These workshops and professional development activities were held at Yukon College in Whitehorse, and co-ordinators were compensated for their travel, accommodation, and subsistence expenses.

CLC Co-ordinators' Evaluations of Professional Development Activities

The workshops on alcohol abuse and counselling, were both rated as being very good by over 80% of the co-ordinators. The personal, social and alcohol problems experienced by many of the students and their family members, were often the cause of inconsistent attendance at the CLC's. These problems also tended to negatively affected the development of successful study and learning habits among these individuals. Co-ordinators felt that these workshops had given them the ability to better understand students who were experiencing difficulties. They had also gained valuable skills in counselling, and assisting these individuals to cope with some of these issues.

The agenda for the in-service session that was held in May of 1986 had been proposed by the individual recently hired as the Co-ordinator of Extension Services. The researcher attended certain selected topic areas, and found the material covered to be timely, and of definite interest and value to the co-ordinators. Following this meeting, the researcher visited three of the communities, and all 3 of the co-ordinators rated this in-service as being excellent. This evaluation is consistent with comments that were made by the participants during the in-service itself. As one co-ordinator stated, "It's about time we got these things straightened around. This should have been done a long time ago."

The opportunity to attend the 1985 annual Canadian Association of Adult Education Conference in Whitehorse was considered to be a very valuable experience,

by those co-ordinators who were able to attend. It gave them the opportunity of participating in a number of sessions of interest to them. Also, because of being in these small and isolated communities, they especially welcomed the opportunity to become acquainted, and exchange ideas with other adult educators.

Not one of the co-ordinators interviewed were enrolled in the Diploma for Adult Education program from U.B.C. Three of the co-ordinators indicated that they were interested in enrolling at a future date. Because many of the CLC co-ordinators are employed on a part-time contract basis, they receive no funding support for professional development activities other than the in-house sessions conducted by Yukon College for their staff.

Additional Training for CLC Co-ordinators

Responses to the question, "What other kinds of training do you feel would be beneficial to you to fulfill your responsibilities as a co-ordinator", were divided into job skills and personal growth categories. Figure VI:2 is a summary of topic areas arranged in order of priority, in which co-ordinators stated they could benefit from more training.

During the 1985-86 school year, Yukon College had contracted a number of instructors from the University of British Columbia to teach several adult education classes in Whitehorse. An individual who had successfully completed these could get credits towards their Diploma in Adult Education. It was suggested that Yukon College should examine a number of distance education techniques i.e. the videotaping of lectures, or teleconferencing to allow staff in outlying areas to participate. The same was true of the personal development sessions held every few weeks for Yukon College staff in Whitehorse. As stated very succinctly by one CLC co-ordinator,

"The staff training we have received from Yukon College has been good, but we need more... lots and lots more. We should have the same staff development activities as Yukon College staff in Whitehorse."

FIGURE VI:2

TOPIC AREAS SUGGESTED BY CLC CO-ODINATORS FOR FURTHER TRAINING

WORK RELATED ISSUES

- additional and more intensive training in counselling for alcohol and drug abuse
- leading life skills activities
- planning, implementing, and evaluating short courses and workshops
- teaching and assisting adults with learning disabilities
- training in teaching, and working with adults.
- cross cultural awareness as it relates to adult education

PERSONAL GROWTH ISSUES

- setting goals
- improving communication skills
- stress management
- time management

Professional Development for CLC Instructors and Tutors

The researcher interviewed two tutors and two instructors of CLC programs. They were asked, "What types of orientation and training programs have you received from Yukon College?" All, (100%) indicated that the only orientation they had received was from the CLC co-ordinators. This generally consisted of an introduction to the package of instructional materials for a given course. The full-time instructors had been invited to attend some of the in-service activities with the CLC co-ordinators. The tutors however, employed on a part-time basis had no access to in-service opportunities. The same was true of instructors teaching general interest courses.

CLC Staff as Educators in Yukon Communities

As with most educators of adults, CLC staff come from a wide diversity of educational and experiential backgrounds. They are generally recruited from the communities themselves, and their skills upgraded so that they can teach others. The fact that most CLC co-ordinators, instructors, and tutors are community members is an important asset to Yukon community development. Many of these individuals were not formerly working in a capacity of this nature. Therefore, they can be classified as previously unrecognized, or undeveloped

human resources that are being added to the communities.

F. CLC Programs and Educational Services

The CBE program for adult education in Yukon communities was strictly one of academic upgrading. Materials from the Saskatchewan curriculum were used for levels of grade 0-10 academic upgrading. CBE programming was available only on a full-time basis, with no further education available for those students who had completed grade 10. "The focus of these adult education services in communities was directed at a very narrow group of clients; fulfilled a very narrow range of objectives, and was dead-end in terms of carry-over" (Tamas,1980:2). Therefore, when CBE was phased out in 1980, "the vacuum created both time for planning and a push from communities for more effective service". (Tamas,1980:2) The programs that are presently offered in the CLC's can be divided into three basic categories. These are: academic upgrading, continuing education, and Life Skills (Personal Skills for Living).

Academic Upgrading

The Adult Basic Education (ABE) curriculum available in all the CLC's is standardized with the program offered at Yukon College in Whitehorse. This assures that students in rural areas achieve the same level of proficiency in mastering the necessary skills and knowledge as do students in Whitehorse. The curriculum continues to be based primarily on the former BLADE/LINC materials. Substantial portions have been either added to these basic materials, or modified to a large extent. "The program is now identifiable as unique" (McIntyre:1985), and is named BTSD (Basic Training for Skill Development). Its four distinct levels are: BTSD I: Basic Literacy, Grade 0-4; BTSD II: Grade 5-8; BTSD III: Grade 9-10; and BTSD IV: College Prep, Grade 11-12. In the CLC's, academic upgrading is usually offered at the BTSD II and III levels. Watson Lake and Teslin have BTSD III (College Prep) also available. Occasionally, some tutoring is done at the BTSD I (literacy) level.

Attendance in the part-time program is on a voluntary drop-in basis.. The only criteria is that students be 18, and out of school for at least 3 months. Students are allowed to come into the program for whatever time period suits their own personal schedules and life situations. In order to optimize the learning environment, participants are encouraged to set their own goals for the rate of progress, as well as attendance standards. Generally, no training subsidies are offered to adults who attend on a part-time basis. There is no charge to community members for accessing the center or its academic upgrading program.

Full-time academic classrooms offering BTSD levels II-III are available in Watson Lake, Carcross, and Dawson. The emphasis in these classrooms is academic upgrading, although some pre-employment related skills are also incorporated into the curriculum. Seminars have been presented in subjects such as Career Awareness, Job Search Techniques, and Resume Writing. Training subsidies are available either through Canada Employment and Immigration or Yukon Government's Department of Education. If the student is status Native, funding is accessible through the federal government. The cost of curriculum materials is paid by the Yukon Government.

The lessons for the academic upgrading program are in a package format, and are divided into a series of modules. At the end of each module is a competency based test that is to be completed by the student before proceeding to the next section. The teaching method for these classes is an individualized, tutor-assisted approach, with students working independently on their lessons. The CLC co-ordinators offer assistance, encouragement, and support to the students. They also grade submitted assignments as well as prescribe supplementary exercises when necessary. This format of program design and delivery allows students to work on assignments at their own level of competency, as well as at their own pace.

General Interest Courses

The 1983 mission statement of Yukon College states clearly that "(it) recognizes and adopts as its primary responsibility the provision of programming for initial employment entry". The mission statement for Extension Services goes on to say that initial emphasis is on academic upgrading followed by "credit and non-credit courses designed to meet specific needs and interests in vocational, technical, or economic development areas."

In reviewing data obtained from the CLC's, it was evident that all the general interest (CE) programs offered were employment skills oriented. A listing of CLC programs and enrolment by community are presented in Table VI:1.

The instructional materials for each general interest course are supplied in a package format by Yukon College. These "kits" contain workbooks and/or texts for students as well as lesson plans for instructors. Therefore, the content of these classes is virtually the same as those taught in Whitehorse. Students are required to pay a nominal fee for these classes. A number of individuals interviewed stated that their employers were sponsoring them to attend.

The method or format used to teach these classes is the short course, or in some cases, one or two day workshops. These formats are the most commonly used ones in continuing education. They have the advantage of not needing large numbers of students in attendance. The development of individual competencies in a defined area of concern are emphasized. A variety of group oriented as well as individual learning techniques are used. Opportunity is provided for in-depth study of a given subject areas or topics. Students are enabled to develop and practice new skills in an informal and supportive learning environment. Because the subject matter covered is largely skills-related, there is an emphasis on the "hands-on" approach in these workshops and short courses.

One of the more unique methods of delivering general interest education courses to Yukon communities is by way of mobile teaching units or classrooms. At the present time, there are two such mobile units, one teaching Basic Home Repair, and the other Small Engine

TABLE VI:3
STUDENT ENROLLMENTS IN CLC PROGRAM (1985-86)

COURSE	CARCROSS	CARMACKS	DAWSON	MAYO	PELLY	ROSS RIV.	TESLIN	WATSON LAKE
Academic Upgrading (F/T)	26		12					26
Academic Upgrading (P/T)		16		7	14	16	3	4
College Prep			2	9	1	6	2	10
Accounting 100/200/300	16		10	20	8		11	10
Typing/ Keyboarding	6					15	10	5
Small Engine Repair	24	23	11	23			14	22
Chain Saw Maint.	2						14	22
Computers			25			14	5	21
Conversational Spanish			7					
Sm. Business Mgmt.			9					

TABLE VI.3 (continued)

COURSE	CARCROSS	CARMACKS	DAWSON	MAYO	PELLY	ROSS RIVER	TESLIN	WATSON LAKE
Air Brakes	-	-	11	9	-	-	-	-
French	-	-	-	-	-	-	-	-
Goldsmithing	-	-	14	11	-	-	-	-
Admin. Services	-	-	-	2	-	-	-	-
Permafrost Seminar	-	-	-	10	-	-	1	0
Camp Cooking	-	-	-	10	-	13	13	-
Basic Welding	-	-	-	-	-	-	1	11
Personal Skills Development	26	-	8	-	-	-	-	5

NOTE: (-) indicates the class is unavailable in the community.

Repair. The instructors travel with these units, residing in the community for the duration of the unit's stay. These mobile teaching units are an educational delivery distance system, whereby the teaching expertise and other resources of Yukon College are brought out to the communities. As a mobile workshop and/or resource center, the vehicle provides a space that is carefully planned to contain the necessary equipment to meet specific learning needs. Another vital element provided is that of the traditional face-to-face interaction between the instructor and the learners. Each mobile unit contains specialized equipment and tools, giving the students hands-on experience in learning specific skills. For example, the Small Engine Repair course is divided into the following modules: 2 cycle engines; 4 cycle engines; chainsaws; outboards; motorcycles; and diesel light plants. The student can choose any of these areas of interest. Each module is a self-contained unit of instruction on the working fundamentals, maintenance, and repair of each type of engine. The students also work at their own pace, with guidelines suggested on the average number of hours it should take to complete each section. These mobile units are used by the adults as well as the youth of the community. Highschool students have access to the facilities during school hours. The times of operation for these mobiles was varied, thereby increasing its accessibility to community residents. The roads in Yukon are generally in good driving condition and accessible by most large vehicles. The transportation of the mobile units was not viewed as a drawback to their mobility. The mobiles stay in each community for a period of 6 weeks, or until everyone that was interested has had a chance to complete their work.

Personal Skills Development Classes

The Life Skills, or "Personal Skills Development" modules offered through the Learning Centers take yet another format, that of experiential learning. The general objectives of these programs are to build self-esteem and confidence in the participants, to develop a positive attitude towards learning and to develop basic communications skills. For the purposes of better coping with every day situations in their lives, adults are also given the

opportunity to develop skills in the area of assessing, determining and ordering options, implementing action plans, and also evaluating and reassessing the outcomes (Carberry,1986). It is designed to build from the strengths and common concerns of the participants. The delivery format allows as much flexibility and individualization as possible without sacrificing the building of necessary group rapport that is necessary for courses such as these. The five modules: Communication Skills, Learning, Work, Support Systems, and Planning for Action have been written so they may be delivered independently, but are considered to be more effective if delivered as a package. It is suggested that the screening process for participants is the key to the success of the course. This should be done in consultation with both local interest groups or Advisory Committees, and the Co-ordinator of Human Skills Development at Yukon College (Carberry,1986).

This Personal Skills Development Course, as well as others teaching "Life Skills" per se, use two basic truisms as the source of its methodology in order to achieve the objectives outlined above:

first, learning starts at the student's current level of functioning and understanding of present reality; second, the attainment of long-range goals requires the mastery of many specific intervening goals, whose integration by the individual leads to an apparent and significant behavioral change.

(Himsl:14)

The lesson modules thus necessarily combine the techniques of counselling, education, and skill training. Learning activities are carried out with the help of a facilitator. This person should possess well developed personal and interpersonal communication skills and confidence in his/her abilities with people. Basic instructional skills, reading and writing skills and a good knowledge of the target audience for the course are also useful (Carberry,1986). These activities are also necessarily conducted in a group setting with the support and learning environment provided by the other adults who are also participating in the given learning experience.

Counselling, Advisory, and Other Services Offered by the CLC's

Before the CLC's were established, all the territory's educational resources and services were centralized in Whitehorse. It was recognized that community members were in need of not only educational programs, but also of informational and advisory services. As stated by Selman (1984), advisory services offered by learning centers can assist individuals in making life choices. These services were being developed and expanded in the CLC's.

In their on-going liason with Yukon College and other post-secondary institution, CLC's are involved in a number of other services. CLC co-ordinators often administer academic achievement tests for adults. These are useful in determining where skills need to be upgraded. They provide community residents (adults as well as youth) with information about various programs of study available through Yukon College as well as at other colleges and universities. Standards and criteria for admission to different diploma and degree programs are available. Each CLC has a reference library including brochures and catalogues from post-secondary institutions in Canada for community use. Career counselling is also offered using techniques such as CHOICES, interest and aptitude testing, and personal interviews. All (100%) of co-ordinators stated that they do some personal counselling as well. Often enough, problems in a student's personal life affected their attendance, motivation, and the success of their studies. As co-ordinators gained more experience and knowledge in these areas, they expected to undertake more responsibility for counselling of a personal nature.

Implication for Improving Community Knowledge, Skills, and Attitudes

The mission statement for Yukon College's Extension Services states that "Educational activities will contribute to the economic and social development of the entire community". Coombs and Ahmed (1974:15) group educational needs for rural development into four basic categories. These are: the needs for general or basic literacy and numeracy; the need for education to impart the knowledge, skills, and attitudes useful in improving family life; the need for community improvement education; and the need for education designed to

develop particular knowledge and skills useful in making a living. Roberts (1982:31) categorizes different programs of adult education according to their basic objectives. These were classified as remedial, coping, personal development, and social development.

The programs offered at the CLC's do fit a number of these categories. The academic upgrading programs are remedial in nature, and designed to make up for a deficiency of formal schooling. As outlined by authors in the sociology of education discipline, the achievement of at least a level of functional literacy is a pre-requisite for modernization and development to occur. Adults not only gain the basic skills and knowledge to participate in educational programs designed to improve family and community life. They also gain new and more positive attitudes towards themselves and their communities and towards change.

The "Skills for Daily Living" or Life Skills modules offered at the CLC's fit Robert's category of "coping" and to some extent, "personal development". Skills such as improved communication, setting goals, and problem solving can improve an individual's own life and that of their family. As adults become more confident in handling their own lives, they become more actively participating members of their communities. This is then termed as "social development" (Roberts).

The CLC's general interest courses are primarily employment-skills oriented, and also fill one of the basic needs for rural development (Coombs and Ahmed, 1974). The assumption that as more individuals are trained and are able to find gainful employment, the overall standard of living in the community also increases.

In their discussions of adult learning centers, Selman (1984) and Cassidy (1985) regard information, referral, and counselling services to be of paramount importance for a successful learning center. These resources were found to be offered in each of the CLC's visited by the researcher. At the present time, most of these counselling and referral services were of an academic nature. As co-ordinators gained more experience and knowledge in these areas, they expected to undertake more responsibility for personal counselling.

Two categories of educational programs that are considered by Coombs and Ahmed (1974:15) to be essential for rural development were not being offered at the CLC's. These were: programs that import the knowledge, skills, and attitudes useful for improving family life; and programs designed to bring about community improvement. These two categories of educational programs are just as vital to the process of community development as are the others. They are in fact education for social development, and have as their focus the extension of individual learning out into one's environment. In this case, the environment is the Yukon community. Programs of this nature could assist in strengthening the family unit, and also improving relations and communication among family members. Courses on consumer education, nutrition, and child care would also be included in this category. Many Yukon families are living on low incomes, and would benefit from participating in these educational activities.

"Community improvement education" (Coombs and Ahmed, 1954:15) is designed to strengthen local institutions and processes. For Yukon communities, educational programs of this nature could assist in developing much needed leadership resources among residents. Conceivably too, clubs, organizations, and activities for different age and interest groups of residents could improve the quality of life in that community. Therefore, even though a number of educational needs for development are being met by the CLC's, the two categories of programs that would most contribute to CD are not yet offered.

Chapter VII

OPERATIONAL PROCESSES OF CLC'S

The Community Learning Centers were established by Yukon College for the purposes of decentralizing adult education resources out to rural areas. Chapter VI outlined the human, and physical resources as well as educational programs and services that CLC's provided to the communities. These resources are indeed vital in aiding the development of Yukon communities. The CLC's however have the potential for contributing more than solely the resources identified in Chapter VI. The CLC's themselves are dynamic and viable agents of change, and as such have the potential for affecting many facets of community life. By definition, a well designed and successful learning center is connected to the community in a tangible and consistent manner, and is responsive to the educational needs of its community (Selman, 1984). The same is true for the CLC's. The most essential factor in securing these pre-requisites to a well functioning CLC is the establishment of sound operational processes and procedures by its sponsoring agency. In this case, the agency is Yukon College.

This study has adopted as its frame of reference the ecosystem model of community (Figure III:1). Therefore, an alteration in, or addition of resources to any of the component systems will have a direct effect on the other structural elements of the ecosystem. Likewise, the operational processes and procedures of the CLC's working within the communities can directly affect and change existing relationships among community systems as well as with the outside world. These changes or the building and strengthening of horizontal and vertical linkages, are part of the community development process.

This chapter contains an in-depth analysis of the operational processes and procedures of the CLC's. Boyle's model, "Phases for Planning a Major Program" (Figure IV:1) is used to establish a framework for the analysis. The "ideal" of these different phases was presented in Chapter IV, and provide a standard against which the collected data can be compared. This allows for making a judgement on the extent to which the operational processes and procedures of the CLC's follow sound principles. Then implications can be drawn on how the

actual functioning of the CLC in the community either enhances or hinders its development.

The actual process used by a community-based educational organization to plan programs is usually influenced by its administrative structure, mission, and philosophy. The majority of authors in Adult Education as well as community development emphasize the active involvement and participation of community members in the program planning process (Boone, 1985). One effective way to ensure that community members are a part of the decision-making processes is through the development of advisory boards or committees.

A: CLC Advisory Committees

In order to facilitate the offering of programs that meet the adult education needs of Yukon communities, local advisory groups were established for each CLC. The establishment of these Advisory Committees was based on certain assumptions:

1. Community members have a unique perspective in assessing community adult education needs that is useful in providing programmes.
2. Participation in the planning and assessment of community adult education programmes allows and encourages community members to accept and participate in programmes offered in the communities.
3. Information obtained from community learning center advisory committees may be useful in providing forward planning of adult education for communities and the College in general.

(Yukon College, 1982)

Ideally, an advisory committee would be representative of the community. The committee would consist of community leaders, or individuals who have significant insights into, and impact on the local community. The information

and feedback obtained from the Advisory Committees would be useful in program planning as well as the development of the CLC's.

Purpose and Functions of CLC Advisory Committees

The Advisory committees of the CLC's were established primarily for the purposes of providing information to Yukon College about the community. A detailed description of the "Definition and Role of a CLC Advisory Committee" can be found in Appendix 12. Briefly summarized, their functions include providing assistance in: establishing directions and objectives for the CLC; introducing new courses and programs; and developing community awareness and support for the CLC. This document further states that the functions of an Advisory Committee are dependent to some extent on the willingness of the committee to accept responsibility for the aforementioned tasks.

The Advisory Committee members interviewed perceived their duties and responsibilities to be similar to those described by Yukon College. They felt that it was important for them as committee members to keep in touch with community residents for the purposes of gathering information on educational needs. This feedback was then brought to the meetings, in order to assist in program planning. One of their stated key responsibilities was to advise Yukon College on courses necessary to fill the educational needs of community residents. Another was to assist the co-ordinators in requesting and/or developing these programs. At the regular committee meetings, the co-ordinators would solicit suggestions from them about potential instructors, as well as students for a proposed class. The public relations function was also seen as being an important one. It was essential for committee members to be widely known as representatives of the Learning Center within the community. They could thus answer residents' questions, and promote both the programs offered, as well as the Learning Center itself. The offering of constant support and encouragement to the CLC co-ordinators was also indicated to be a vital function. Advisory Committee members stated that this was necessary because it was easy for the co-ordinators to get out of touch

with their rural supervisor as well as Yukon College itself. This had in the past been due partly to personal conflicts, and a lack of communication between the CLC's and the former Community Education Co-ordinator at the College. As well, there had been inadequate support staff for the number of communities that had Learning Centers.

In the 1986 document "Definition and Role of a CLC Advisory Committee", several important functions are listed that had not been allocated to any of the committees. None (0%) of the Advisory Committee members interviewed recalled been requested to assist in establishing future directions and objectives for the growth and development of the Learning Centers in their communities. They had not been asked for their suggestions on upgrading CLC physical facilities and equipment. Not one of the committees had ever been consulted and informed about its own budget, or those of Extension Services. Participation by CLC Advisory Committees in decisions made on these issues was regarded as being of utmost importance by the individuals interviewed.

Another question asked by the researcher was "What do you think is your most important function as an Advisory Committee?" Comments varied according to the length of time the committee had been in existence, as well as by the size of the community. In the small communities such as Teslin, Carmacks, Pelly Crossing and Ross River, the Advisory Committees were not yet functioning as one entity. This was due to the fact that the CLC's here had been established only recently, or that there had been a high turnover of members. These Advisory Committees perceived their primary role as that of supporting the CLC co-ordinators in their program planning and public relations functions. In the larger communities of Watson Lake, Mayo and Dawson City, the Learning Centers had been in existence for a number of years, and the Advisory Committees had been functioning over the same period of time. The committee members felt that their role was primarily one of lobbying Yukon College and the government, to make the views of the community known. As stated by several of those committee members, "We are a direct line between the community and the politicians. We are also aware of the amount of power we have, and we do use it".

Selection of Members, and Composition of CLC Advisory Committees

In "The Definition and Role of a CLC Advisory Committee", membership is to consist of:

A group of persons representing key viewpoints in the community ... key personnel for committee membership may include government agencies, boards, formal advisory groups, Indian Band Councils, school committees, and other such organizations having a significant impact on the social and economic growth of the communities.

(Yukon College, 1986)

These persons are also required to have an interest in adult education, to attend meetings regularly, and to be willing to serve as an information link between the community and Yukon College.

As mentioned previously, some of the CLC Advisory Committees had a consistent membership over the years, and in others there had been a high turnover of members. When there is a vacancy to be filled, the present committee would be asked to suggest individuals who might be interested in joining. The actual recruiting however was usually done by the co-ordinators who would personally contact the persons concerned. If the individual accepted the position, they would then be officially appointed to the committee by the Director of Yukon College. The term of office for CLC Advisory Committee members is normally one year, but interested individuals are allowed to stay on for several years. This helped provide the continuity essential for the effectiveness of the committee. The CLC Advisory Committee is to meet not less than once every three months with some communities having meetings monthly during the winter months. The power structure of the committee is horizontal, with equal rights and responsibilities for the members. The elected chairman of each CLC Advisory Committee provides the leadership functions such as calling the meetings, and in consultation with the co-ordinator, setting the agendas for them.

The composition of the CLC Advisory Committees varied considerably from one community to the next. It was largely dependent on the size of the community's population,

as well as the interest expressed in the Learning Centers. Table VII:1 outlines the cross-section of the CLC Advisory Committee membership by occupation. From this table it can be observed that the CLC Advisory Committees are primarily composed of individuals who occupy prominent positions in the communities.

When asked why they joined the Advisory Committee, the majority of the members indicated that they had been asked to by the C.L.C. co-ordinator, as well as because of their interest in the provision of adult education in their community. Those involved with Social Service agencies, saw it as an extension of their occupation. Being familiar with the Learning Centers could help them direct certain individuals such as those on welfare or probation into educational opportunities. Advisory Committee members who were teachers or principals of schools also indicated a professional interest in the Learning Centers. It was primarily those students who do not complete highschool in the public school system who become potential candidates for the academic upgrading program at the CLC. Others indicated becoming involved because of their interest in adult education. This stemmed from their own personal needs and interests in further education, as well as those of their family and friends.

Support and Training from Yukon College

As discussed in the literature review, advisory committees function most effectively when they are provided with the necessary information and training needed to carry out their duties. Cole (1980) stresses that a comprehensive developmental program for advisory committees would familiarize committee members with at least a basic knowledge of their structure and function, as well as programming and group process skills.

Advisory Committee members interviewed were asked the question, "What kinds of training and support have you received from Yukon College". All, (100%) of the Advisory Committee members surveyed reported that they were not aware of any training programs that were offered to assist them in working effectively as a committee. A number of Advisory Committee members had been with the CLC since its establishment, and had attended the

TABLE VII:1
REPRESENTATION ON CLC ADVISORY COMMITTEES, 1986

OCCUPATION or POSITION	CARMACKS	CARCROSS	DAWSON	MAYO	PELLY	ROSS R	TESLIN	WATSON LK	TOTAL
School Principal	1	-	1	1	1	1	-	1	6
Community Liason	1	1	1	-	-	-	1	1	5
Co-ord.	-	-	1	1	-	-	-	-	2
School Committee	-	-	1	1	-	-	-	-	2
Rep	1	-	1	2	1	-	1	-	6
Social Service	-	-	1	-	-	-	-	-	-
Agency Rep	-	-	-	-	-	-	-	-	-
Native Band Rep	1	1	-	2	2	4	2	-	12
Local Business Rep	-	1	1	-	-	-	1	1	4
Community Rep	-	1	-	-	-	-	-	2	3
Other	1	-	-	2	-	-	-	1	4
Total	5	4	5	8	4	5	5	6	42

* "OTHER" includes: for Carmacks, the Anglican Minister; for Mayo the former CLC co-ordinator and the Probation Officer; for Watson Lake the Hospital Administrator.

initial meeting with Yukon College staff. New members who joined since then had not received an orientation to the committee. Committee members had been sent a copy of the updated document outlining Roles and Responsibilities although this was their only correspondence from Yukon College.

CLC Advisory Committees: Growth and Development

Advisory Committee members interviewed were asked how they viewed the committees changing and developing over time. Their responses are summarized in Table VII:2. Most members envisioned the committees growing and developing more autonomy and responsibility.

Advisory Committees as Resources for CD

The CLC Advisory Committees are a vital link between communities in rural areas and Yukon College in Whitehorse. Their input can be valuable for identifying educational needs and problems, as well as promoting and legitimating the CLC in the community. In Selman's (1984) description of a learning center, he stresses that it is necessarily locally based, and directed by the learners and users. The Advisory Committee members, representing various groups of community residents, can in essence be the directors of the CLC's. The opportunity to participate on an advisory board or committee also can be valuable in terms of adding to their existing knowledge, and developing leadership skills. The addition of resources such as these to a community are important to facilitate the processes of CD.

The CLC Advisory Committee members were found to be individuals who, because of their occupations, were in contact with many of the community members. Various socio-economic, and ethnic groups in the communities were well-represented by Advisory Committee members. These included professionals, business owners, Native groups, and those involved with the schools. Noticeably absent on the advisory committees however, were

TABLE VII:2

**THE GROWTH AND DEVELOPMENT OF CLC
ADVISORY COMMITTEES AS PERCEIVED BY MEMBERS
(N=102)**

ITEM	NO. OF RESPONSES
- more responsible role in CLC programming and budgets	32
- committees becoming stronger, more active and more vocal	21
- more support from Yukon College	17
- community better represented	12
- committees address other community problems	8
- more effective meetings	7
- develop a sense of identity and purpose	5

individuals who were not well-educated, or didn't hold prominent positions. These persons may have had entirely different perceptions of what types of programs would be necessary for the CLC's and the communities. Although CLC Advisory Committee members had professional occupations, they also may not necessarily be the true community leaders. Actual "power actors" usually have this power because of influence, rather than because of symbolic authority. Community leaders give legitimation to programs, and can effectively facilitate or block a project or program. Without the support and involvement of the true Yukon community leaders, mobilization of community support for the CLC's may be difficult.

The CLC Advisory Committees were organized with specific tasks and functions to perform. They had however, not received the proper orientation, training, or support from Yukon College. This made it difficult for them to know exactly what was expected, how to set goals and priorities, and how their suggestions were incorporated into the program planning process. Also, without the leadership and development of group process skills, concerns were expressed that they were not working effectively as a unified and cohesive group. The training and support of the Advisory Committee members in the community can also potentially aid in the development of the problem solving skills of these individuals. Problem solving skills in this sense include people's ability to assess a given community situation or problem, to

establish goals for themselves, and then take action to achieve them. The experience gained as CLC Advisory Committee members can be useful in organizing or participating in other community-based boards and organizations. The purpose of local groups such as these is to improve social, cultural, or political conditions and processes in a community.

The fact that no direct and consistent lines of communication have been established between the CLC Advisory Committees and Yukon College inhibits another important process of CD. Development can be induced by fostering communication between the community and the world beyond it. Theories of modernization in particular link increased external contacts with the development of more contemporary attitudes and knowledge. More systematic and useful exchanges of information, ideas, and opinions among the CLC's, the CLC Advisory Committees themselves and Yukon College could be established. This would reduce the sense of psychological and geographical isolation the communities feel from one another as well as from Whitehorse.

B. Program Planning Process for CLC's

Boyle (1981:184) defines planning a major program as "an effort to structure numerous and varied educational opportunities to help them (community members) change their present skills, knowledge, attitudes, or behavior". All of the program models outlined by Boone (1983:20-36) emphasize that program planning also needs to be done at all levels with all individuals, and by all departments of an educational organization. The staff in the Department of Extension Services as well as CLC co-ordinators were asked to explain the planning process used for the CLC's. This process is divided into two levels: planning at the community level, and planning by Yukon College.

Program Planning at the CLC's

The program planning process at the community level actually began when the CLC co-ordinators documented course requests from the public. These requests were then brought

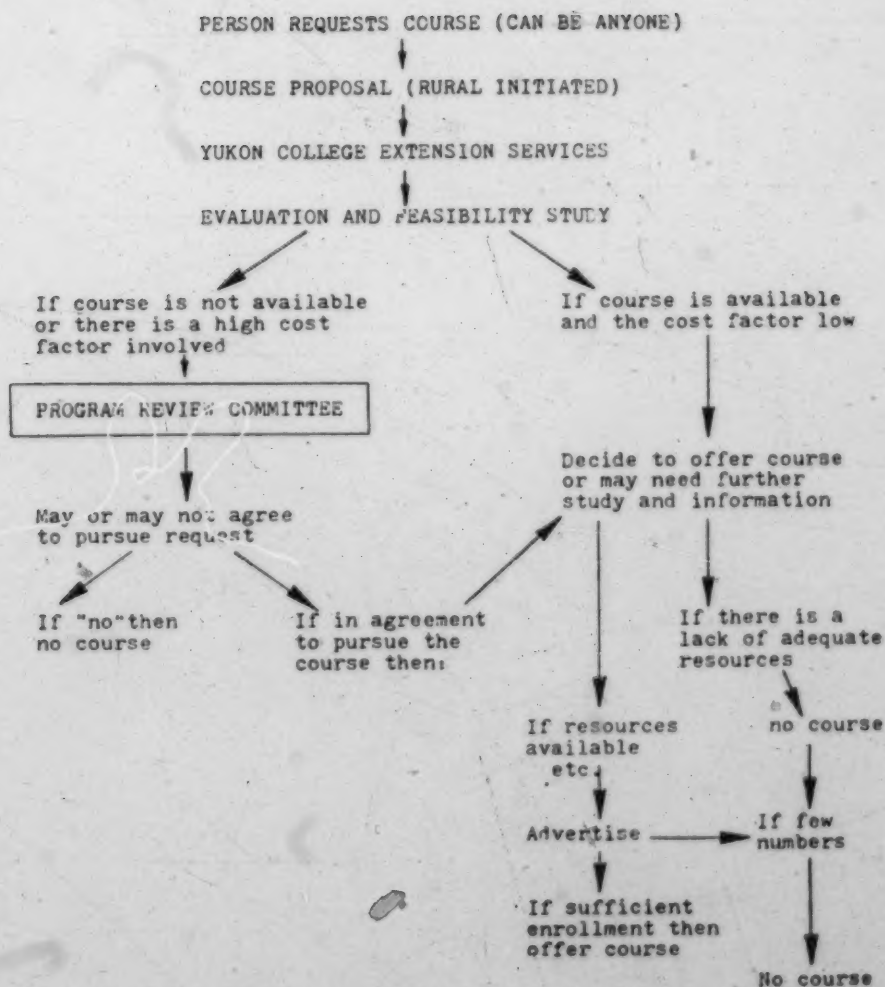
to the advisory committee meetings for consideration. Several meetings were held each year in which courses and programs were suggested and discussed for the upcoming year. In 1985, the communities were asked by Yukon College to submit 2 and 3 year plans, and in 1986 a 5 year plan was designed to orient programming. Most (over 70%) of the co-ordinators indicated however that there were ongoing revisions to these plans. These occur as different courses are requested from the communities, or as local instructors offer their services for a particular subject area. Yukon College has the following categories in which communities can choose courses: a) Human Skills Development, b) Business Education, c) Mobile Units, d) College Preparation, and e) Academic Upgrading. The courses that are requested must be ones that are already taught at the Yukon College campus in Whitehorse. Once the proposals outlining the course requests from each community are drafted, they are then submitted to Yukon College Extension Services for consideration.

Program Planning by Yukon College

In the preliminary phase of this research project the flow chart in Figure VII:1 was obtained. It diagrammed the process a course goes through from the time it is requested until it is offered in the community. Judging from responses of CLC and Yukon College staff, this process is still used to plan programs. Despite questioning a large number of individuals however, the researcher was not able to ascertain how course proposals are evaluated by the Department of Extension. Equally unclear was who makes the decision on whether the course should be offered, or should be submitted to the Program Review Committee. The Community Education Co-ordinator interviewed in 1985, as well as the Co-ordinator of Extension Services interviewed in 1986 did not know who the members of the Program Review Committee were, or how courses were allocated. This committee was composed of individuals from the Department of Advanced Education, a territorial government department. Even after an intensive effort, involving the questioning of a number of individuals in the Department of Advanced Education, the researcher was unable to obtain any information on

FIGURE VII:1

PROGRAM PLANNING BY YUKON COLLEGE FOR CLC COURSES



this. In the flow chart presented in Figure VII:1 it is stated: "if the course is available and there is little monetary implications... (or)...if resources are available," then a course may be offered in a community. The researcher was unable to obtain any information on CLC budgets, either for all CLC programming, or for individual CLC's.

Therefore, the actual meaning of the statement "if there is little monetary implication" remained vague. "If resources are available" meant that these resources (i.e. instructors and facilities) are available in the community, then the course would be considered. To the researcher's knowledge, the only courses offered in the communities where instructors came from Whitehorse were for the "Tourism Hospitality" course, as well as for the Mobile Classrooms. All, 100% of the co-ordinators stated that if a qualified instructor was not locally available, then the course could not be offered. "Qualified" in this sense meant that instructors needed the appropriate qualifications to teach college level classes.

Community Members' Evaluation of Planning Process

All of the CLC co-ordinators as well as Advisory Committee members in the communities were equally unclear as to how decisions are made regarding course allocations. "We don't know who approves the Learning Center courses, or who to contact regarding this matter" (CLC co-ordinator). When questioned about the program planning process used, several committee members felt that it resembled "shopping from a catalogue", because there were no guidelines available on the number of courses, or program-hours allocated to each community. The Advisory Committee would request a number of courses from each category, based on what they felt would be of interest and need in the community, as well as based on any past requests from the public. Once these program proposals are submitted, they are reviewed by the Program Review Committee. Then the communities are informed of the programs that had been allocated for the upcoming year. Comments from Advisory Committee members and co-ordinators regarding the program planning process, included:

"...we suggest which courses we want, but ultimately Yukon College chooses

the ones that are taught..."

"...we have to constantly remind Whitehorse not to make decisions for us. We are most capable of making them ourselves...we need to have more control (of course selection) but this is not given to us..."

"...we often feel that the Advisory Committee is token, and expected to rubber stamp what the higher ups want to see done..."

"...we have no clear guidelines with respect to planning and course selections..."

"...it is sad to see politics infiltrating education, and programs failing because the original input and emphasis on community participation in decision-making is watered down..."

It was implied in conversations with community members that this type of decision-making process of program planning for CLC's served to alienate the communities from Whitehorse.

Also, the courses allocated were not necessarily the ones prioritized by the CLC's.

The CLC Program Planning Process as a Tool for CD

The process of program planning as outlined in the literature review includes two distinct dimensions (Boone:1981). The first is the organization's identification of, and linkage with its target publics. The second dimension is that of planning for organizational renewal, as the agency continually makes adjustments and it adapts to serve the needs of its publics.

Yukon College's target publics would conceivably include all of the adults in rural areas. The establishment of CLC's in a number of communities has enabled Yukon College to more effectively reach out to these adults. Therefore, adults now have the opportunity to participate in retraining, upgrading, and adult education in the local community. "The opportunity to plan and develop training programs in the local community provides local employers and community leaders with a local economic tool which can respond to local economic needs". (Yukon Education, 1985:5). When CLC's were first conceptualized for Yukon communities, the Advisory Committees were designed in principle to be a vital informational link between Yukon College and the communities. Information obtained from CLC Advisory Committees was to be used in planning adult education for communities, and the College in general. The researcher's findings and overall conclusions are confirmed by the

statements expressed in the discussion paper "Yukon Training Strategy" (Yukon Education, 1985:7).

... final program decisions are made by staff at Yukon College and the Department of Education"... In this situation the community has to depend on powers of persuasion to defend its priorities ... when persuasion and discussion fail, the community has no real power to insist on its local priorities. The ultimate and sole authority for CLC decisions rests at Yukon College in Whitehorse.

Thus, the planning process used by Yukon College for determining CLC programs was found to be seriously lacking in a number of important elements.

Authors in adult education and in CD advocate the necessity of the active involvement and participation of learners in the program planning process. Learners in this case would mean community members either directly, or as represented by the CLC Advisory Committee members and CLC co-ordinators. Using Arnstein's Ladder of Citizen Participation (Fig. IV:2) as a guide, the level of community involvement in the program planning and decision making processes is at best that of level 4, "Consultation". The solicitation of inputs and requests from the communities can be judged as merely a token effort. Under these conditions there is a lack of suitable channels available by which community views are heeded and followed through by those in power (Arnstein, 1979). The power holders in this instance Yukon College and the Department of Education make the program decisions.

The inability of CLC Advisory Committees to have a meaningful participatory role in the decisions that affect their CLC's is necessarily an empty and frustrating process. The time and effort spent by the Advisory Committees in collecting, prioritizing and submitting requests for educational programs is virtually a waste of effort. In a number of communities, this has led to a feeling of overall apathy and lack of direction and commitment among committee members. There is also a sense of a lack of "connectedness" between the communities and the CLC's, and ultimately Yukon College.

In other communities (particularly Mayo and Dawson) the Advisory Committees have identified closely with the CLC, and feel strongly that they should have more input into the management of CLC affairs. These Advisory Committees have developed a fierce sense of ownership about the CLC, and have on a number of occasions lobbied Yukon College as well as Territorial government departments. This almost confrontational approach between the Advisory Committees and Yukon College has gained them a number of concessions in program offerings. Public relations were however noted to be somewhat strained between these CLC committees and Yukon College staff.

As described previously, the researcher was unable to clearly ascertain who the individuals were that made the key decisions in CLC program planning. This factor indicates a lack of clear and adequate lines of communication between Yukon College and the Department of Education. To the Yukon College Staff interviewed in Whitehorse, programming decisions were literally and figuratively made "across the river" in the Territorial Government building. In reality however, this building and the Yukon College campus are only a distance of about three or four city blocks apart from one another.

Strother and Klus (1982) conclude that the actual process used by an educational organization in planning programs is a direct reflection of its administrative structure. The researcher agrees with the views expressed in the "Yukon Training Strategy" (Yukon Education, 1985:7). "The potential for divergence between community priorities and centralized priorities has been built into the structure of the system and its resolution lies in adjusting that structure."

The lack of meaningful and significant involvement of community members in program planning decisions for the CLC's can have a number of serious consequences. The first of these is that Yukon College may not have a very clear indication of what local community educational needs and priorities actually are. "There may be times when territory-wide goals differ from the priorities in a particular community". (Yukon Education, 1985:7).

The program planning process used by Yukon College for the CLC's has a number of shortcomings that directly affect CD processes. Cary (1970:2) outlines two important components of the CD process. These are: the inclusive participation of community members; and democratic, rational, task accomplishment. For the CLC's, the final course allocations are made in Whitehorse, thus local residents are denied the opportunity of significantly participating in decisions that directly affect their communities. One of the most fundamental strategies in CD is that of getting people to work together for existing local goals and felt needs. The judgements and values, as well as the ideas and motivations of local residents would be respected if they were given a more meaningful role in the CLC program planning process. Another consequence of the fact that all major decisions are made in Whitehorse is that the programs and services offered in the CLC's are not based on felt needs of community residents. Therefore, the programs that are allocated to the CLC's by Whitehorse may not necessarily be the ones most needed for the social, economic, political, and cultural development of the communities.

C. Assessing Community Needs for Adult Education

The Community Learning Centers studied used a number of both formal and informal ways of assessing adult education needs for Yukon communities.

Formal Needs Assessments

The communities had been encouraged by Rosemary Seaman, the former Co-ordinator of Community Education at Yukon College to do formal needs assessment surveys. Clear guidelines and support had not been provided, and it was largely left up to the Advisory Committee members and co-ordinators to design and implement the needs assessments. To date, Mayo and Dawson were the only communities to have done so.

The needs assessment in Mayo had been completed in 1983. Every advisory committee member had been requested to administer 5 questionnaires to community residents they knew.

They were to either interview the respondents in person, or leave the questionnaire to be completed by the respondent, and collected later. This method of implementation gave the needs assessment a very high response rate. The co-ordinator and Advisory Committee members then tabulated the results (as summarized in Appendix 10) and shared them with Yukon College. The CLC in Dawson conducted a needs assessment in 1984. Questionnaires were designed by the co-ordinators, and mailed to each household in the community.

Response rates had been disappointing only 5-10%. This percentage however is consistent with estimates cited in literature reviews on mailed surveys (Dillman, 1978). The co-ordinators as well as Advisory Committee members felt that personal interviews would have been the best way of gathering this data. Several reasons were cited by the other communities for not engaging in formal surveys to assess educational needs. These were due primarily to a lack of guidance from Yukon College, as well as limited monetary resources. Also, because of their work loads and part-time status, the co-ordinators were under time restrictions that often prevented them from undertaking extra projects.

Informal Methods of Needs Assessment

One of the primary functions of the CLC Advisory Committees is to "provide advice on the introduction of new courses and programs" (Definition and Role of a CLC Advisory Committee, 1986). Although not directly stated in the formal Yukon College policy manual, a review of literature indicates that the effective planning of adult education programs requires as its basis, a sound knowledge of existing community needs. The advisory committee members interviewed in all communities did indeed perceive the bringing of educational needs and concerns of community residents to program planning sessions as being one of the most important roles. As discussed previously, CLC Advisory Committee members are in contact with a cross-section of community groups. In their everyday interactions with community residents (either socially and/or professionally) they gained an understanding of the educational needs of adults within the community. Because they are for the most part active

in community affairs they are also aware of current local and territorial social and economic trends. Assessments are also being made on future developments that would benefit from specific educational programs for adults.

The majority of needs assessment techniques utilized by the CLC's can be classified as being informal. Indeed, even the Advisory Committee members gained their perceptions through informal contacts with community residents on a day to day basis. All, (100%) of the CLC co-ordinators interviewed stated that suggestions for courses or program areas were often obtained from community members during informal meetings and conversations. These were noted and recorded, as were requests or inquiries that were received by telephone at the CLC's.

Another technique of needs assessment used by all (100%) of the CLC's was that of offering a course, and seeing how many adults enroll. Before deciding on implementing a given program however, the co-ordinators would personally contact a number of community members to whom the course might be of interest. Residents would then be asked if they could enroll in the course if were it offered. In this way, it was possible to judge whether a need existed, and to estimate the number of students a given course would attract.

Community Members' Perceptions of Needs Assessments Process

Yukon College relied extensively on the Advisory Committees to be familiar with the adult education needs of the communities. The C.L.C. Advisory Committee members surveyed were divided however with respect to their perceptions of accurately judging the educational needs of the community. About half of them (47.6%) felt that they were sufficiently in contact with their respective sectors of the community to bring educational concerns to the planning sessions. The others indicated that they thought they knew some of the educational needs, but that many of these needs were not being directly articulated, or directly evident. This was especially true of those community members with low levels of education, and those who did not participate to any great extent in the social and economic life of the community.

In Yukon, the majority of individuals in this category are of Native ancestry.

In Mayo, the Advisory Committee members interviewed (the majority having been on the committee at the time of the needs assessment) felt that the survey had been a useful exercise. It had given them a chance to participate in the gathering of information for program planning. As well, it had in many ways brought them closer together as a committee. The needs assessment had been useful in pointing out the need for general interest courses among community residents. In Dawson, as well as the other communities, co-ordinators and Advisory Committee members felt that a properly executed and comprehensive formal needs assessment would be a useful basis for future program planning.

Community Residents Served and Not Served by CLC Programs

From the data collected, the researcher compiled a profile of CLC students that were interviewed (Table VI:2). The data presented clearly indicates that the CLC academic upgrading and general interest programs serve different sectors of the community. The academic upgrading students are generally younger (under 30), are predominately Native, have low family incomes, and are unemployed. The general interest classes are attended by individuals who are generally older, non-Native, have completed highschool, are employed full or part time, and have higher family incomes. Of all the students interviewed, 76% were female, and 68% had lived in the community for five or more years.

Community members were asked the question "Which groups of community members are well-served by the CLC's, and which are not?" Their responses were recorded and categorized as (Figure VII:2).

Perceived Adult Education Needs of Yukon Communities

In response to the question "What do you feel are the adult education needs of your community?" Advisory Committee members and co-ordinators stated that there was indeed a wide diversity of educational needs for residents. This was basically due to the many differing

TABLE VII:3
 SOCIOECONOMIC AND DEMOGRAPHIC CHARACTERISTICS OF CLC STUDENTS
 (N=100)

CHARACTERISTIC	CATEGORY	FREQUENCY OF RESPONSE	
		academic upgrading students (n=54)	general interest class students (n=46)
AGE	under 21 yrs	12	3
	21-25 yrs	19	4
	26-30 yrs	11	12
	31-45 yrs	9	22
	46-65 yrs	2	5
ETHNIC ORIGIN	native	40	9
	metis	4	2
	non-native	10	35
SEX	male	14	10
	female	40	36
HIGHEST EDUCATION ACHIEVED BEFORE ENROLLING IN CLC	grade 7 or less	5	1
	grade 8	20	2
	grade 9	15	1
	grade 10	12	2
	grade 11	2	2
	grade 12	0	15
	post-secondary training	0	14
	university degree	0	9
FAMILY'S ANNUAL INCOME	\$10,000 or less	26	0
	\$11,000 - \$20,000	24	8
	\$21,000 - \$30,000	1	13
	\$31,000 - \$40,000	3	17
	over \$40,000	0	8
EMPLOYMENT STATUS	full-time	6	26
	part-time	12	12
	unemployed	36	8
LENGTH OF RESIDENCE IN COMMUNITY	1 yr or less	4	5
	1-5 yrs	10	13
	5+ yrs	40	28

FIGURE VII:2

COMMUNITY MEMBERS' PERCEPTIONS: THOSE GROUPS
— SERVED AND NOT SERVED BY CLC'S

COMMUNITY GROUPS WELL-SERVED

- natives (with respect to academic upgrading)
- individuals who have higher levels of education
- individuals who can afford CLC classes

COMMUNITY GROUPS NOT WELL SERVED

- those interested in general interest, non-credit courses
- males
- those who have a need for literacy skills
- highschool dropouts
- natives (with respect to education for cultural development)
- the elderly
- those interested in university courses
- adolescents who are well-educated

socio-economic, educational and cultural backgrounds of community residents. For the purposes of discussion, these needs can be classified into four main categories.

Academic Upgrading

A portion of the residents in Yukon communities had not completed public school, and thus their primary educational need was that of academic upgrading. Grade 10 was seen as being the minimum level of education necessary in order to get a job, or to plan further career goals. Respondents who were in the position to hire staff stated that the academic skills that were most lacking in potential employees were spelling, reading, basic English usage, and English comprehension. Many youth in the communities, particularly those of Native ancestry had dropped out of school at a young age. Others had been put ahead to the next grade because of their age, not because of mastering these subjects. "Their dialect, a direct result of their environment, is an obstacle to Native students, and they need good reading, writing, and oratory skills" (Advisory Committee member). This was confirmed by the researcher in observations and conversations in the community. The slang or 'Pidgcon

English" spoken by many of the Natives had few descriptive and connective words. There was also a definite lack of adjectives and adverbs as well as complete sentences. In reading memos or notices in the Band Halls and around the communities, spelling and gramatical errors were prevalent.

Life Skills

The teaching of Life Skills was viewed to be an important component of the academic upgrading program. Advisory committee members and co-ordinators felt that many of these adults were not fully participating members of society not only because they lacked basic academic skills, but also basic 'life skills'. These include courses that are designed to build and enhance self-esteem, identity, and lost pride in individuals. Once adults had improved their social skills, they could then conceivably be more productive and competent in other areas of their lives.

General Interest Courses

Another distinct segment of each community consisted of those individuals who were professionals, already having at least a highschool education and probably post-secondary training. It is generally agreed that the majority of adults in this socio-economic category take educational opportunities for recreation or general interest and the 'interest based' programs have particular appeal for them. This was in fact verified by this research, as an estimated 20% of the adults who had attended continuing education courses in Yukon communities were enrolled for reasons of personal interest or recreation. Advisory Committee members and co-ordinators unanimously agreed that more general interest courses should be offered by the C.L.C.'s for two main reasons. The first is that these programs could better serve recreational and general interest needs of adults with higher levels of education. The second reason was that general interest courses were one avenue by which adults who previously had unfavourable experiences with education could view it from a new

perspective. They could take courses in which they could learn a new skill or cultivate an interest that would enable them to use their leisure time more creatively. Success in these programs could assist them in gaining self-confidence in their ability to master new skills and experiences.

Work Related Skills as an Educational Need

The major educational need expressed by every community, one which affected all sectors of the population, was that of a lack of training in work-related skills. There was a stated need for pre-employment skills such as proper attitudes towards attendance and punctuality, responsibility and commitment to a job.

Residents also required basic employment skills such as how to answer a telephone, take messages, how to operate cash registers or office equipment and how to practice good public relations. Training in specific job oriented skills such as typing, business management, and training for trades-related occupations was also viewed as necessary for Yukon community residents.

Summary

The literature reviewed indicated that the assessment of needs was an important basis for program planning. A variety and combination of both formal and informal methods of needs assessments could be used. Needs assessment is ideally a collaborative effort between the education organization, the community leaders, and the learners themselves. Most importantly however, there needs to be the meaningful involvement of community members in designing the needs assessments, conducting them, and interpreting the results.

From the data collected as well as the personal observations of the researcher, it was evident that the CLC's used primarily informal means of assessing educational needs. The methods used involved CLC co-ordinators and Advisory Committees soliciting suggestions for programs from community members. Also, courses were offered on a tentative basis to determine if there would be sufficient enrollment.

A comprehensive formal needs assessment for each community would provide a great deal of data and information useful in program planning. Existing economic, social, and cultural conditions could be evaluated, and judgements made on programs that would improve these situations. Opinions and ~~benefits~~ community residents have about the benefits of adult education programs could be determined. Data could also be gathered on the types of programs they would be interested in taking. Convenient delivery methods, times and locations of classes could also be pinpointed. Equally important, would be to know why community members had not participated in CLC activities. This would give insights on how some of the potential barriers to participation may be overcome. An extensive and comprehensive formal needs assessment for every community would be a valuable asset in planning programs to meet the specific needs of community residents. The formal needs assessments undertaken by Mayo and Dawson were done largely on the initiative of the CLC co-ordinators and CLC Advisory Committees. The results of the survey done by Mayo clearly indicated that a diversity of educational needs were not being met by programs offered. This is particularly true of general interest courses.

The previous section on 'Program Planning for the CLC's' concluded that even though communities contributed their suggestions for programs, the ultimate decisions were made in Whitehorse. Therefore, the criteria used to allocate educational programs to communities are actually Yukon College's view of what is necessary. Basing programs solely on these "ascribed or normative needs" (Monette:1977) can seriously hinder the ability of the CLC's to meet the actual needs of a cross-section of community residents.

The fact that courses and programs are allocated to the CLC's are based on ascribed needs has a number of implications for the development of Yukon communities. Selman (1984) and Cassidy (1985) both emphasize that learning centers need to begin where the learners are at, and provide programming responsive to a community's needs. 'Needs' in this case should include those 'felt' or perceived by the community members, themselves. As outlined in the review of literature, well-designed techniques for needs assessments involve the

participation of community members in all phases. The fact that no comprehensive needs assessments have been done for the CLC's have denied valuable learning experiences for individuals, as well as for the communities. In a well designed needs assessment, community residents are provided with an opportunity to develop planning and participatory skills, as well as work together on a project. The profile of the CLC's as well as the community's awareness of the programs and services offered can be increased. Respondents would be given the opportunity to assess how the CLC programs and services could meet their needs. The results of the assessments could then be used to improve the decision making processes for program selection. The CLC's, as other adult education facilities have limited resources. Therefore, these resources could be most effectively allocated to those programs and services that directly meet community needs.

D. Program Promotion for the CLC's

In order for an adult education program to be well attended, community members first of all, need to be informed about its existence. For the course to be a success however, adults must also choose to enroll or to participate. It is therefore of paramount importance for Yukon College and the CLC's to develop an effective marketing, as well as program promotion strategy. Marketing includes in addition to the promotion of programs, the assessment of educational needs, and the planning of programs to meet these needs (Strother and Klus, 1982). Promotion on the other hand involves using the appropriate forms of communication to inform the target audience of the Community Learning Center programs. The method of promoting a course or program that is chosen must first attract the attention of community members, appeal to a need, and finally persuade them that this need will be met by one's participation in the program (Strother and Klus, 1982). The various aspects of CLC marketing strategies are covered elsewhere in this chapter, thus the next section will deal primarily with the promotion of CLC courses and programs.

One of the main assumptions that underlie this study is that adult education is one means by which the development of a community can be facilitated. In order for community members to take part in CLC programs and services, they must be well aware of the CLC, and what it has to offer to them. Furthermore, all sectors of the community's population needs to be informed. A well designed and comprehensive program promotion strategy is thus an important key in the success of a CLC.

Formal Techniques of Program Promotion

The Yukon communities that were visited by the researcher were found to vary greatly in the general availability of public and local radio and television stations, as well as local newspapers or tabloids. This important factor influenced the choice of formal means available to promote the CLC programs. The Yukon has two newspapers, "The Yukon News", and "The Whitehorse Star", both published in Whitehorse and read throughout the territory. They were often used by Yukon College Extension Services to advertise upcoming courses in the communities. Sometimes as well, CBC radio which is broadcast from Whitehorse and transmitted to all the communities was used by Yukon College to inform community residents of future courses offered at the CLC's.

The most widespread means of formal advertising used by all the communities to promote courses and CLC activities was the use of posters and signs. These signs were generally hand written, on a blank Yukon College poster. Posters were put up a few weeks in advance and included the name of the course, date, time, fee to be charged, and the location in which it was to be held. Another alternative was the presentation of this information on a blank piece of paper. These notices would then be displayed in prominent locations around the community, including the post office, the general or grocery stores, the government building, the Band office, and the CLC itself.

Watson Lake and Dawson City both had used small booklets, mailed to each household in the fall, for announcing courses and programs scheduled for the upcoming year.

These booklets, printed by Yukon College Extension Services, had the name of the individual CLC on the cover, as well as the College logo. They consisted of less than 10 pages each, and began with information about the location of the CLC, the names of the present Advisory Committee members, and the various services available at the CLC. The different courses that were to be offered were then listed, and briefly described. The length of the course, the fee to be charged, the month in which it is to be offered, as well as the subject material to be covered were included. Also listed, were a number of possible courses that might be offered, provided there was enough of a response. Interested individuals were asked to contact the CLC for further information, or to register for these tentative programs. An overview of the various formal program promotion techniques used by individual communities appears in Figure VII:2.

Informal Techniques of Program Promotion

The majority of CLC co-ordinators interviewed (80%) stated that considerable time was spent during non-working hours in promoting the courses and services offered by the CLC. If a certain course had been requested and was now to be offered, the co-ordinators and/or instructors would personally contact community residents who might be interested. These individuals would be asked if they would attend, and if the scheduled dates would be convenient. Co-ordinators would also inform key persons employed in the Band office and in social service agencies of courses being offered. This information could then be passed on to potential students who might be interested or who would benefit from attending (as in the case of academic upgrading classes). Most Advisory Committee members were in close contact with the public on a day to day basis. These individuals were also asked to assist in informal course promotion activities.

FIGURE VII:3

FORMAL PROGRAM PROMOTION TECHNIQUES USED IN CLC'S

	CARMACKS	CARCROSS	DAWSON	MAYO	PELLY	ROSS R	TESLIN	WATSON LK
Poster	x	x	x	x	x	x	x	x
Booklet	.	.	x	.	.	.	.	x
Local	N/A	N/A	N/A	N/A	N/A	N/A	N/A	x
Television Ads								
Local Newspaper /Letter	N/A	N/A	x	x	N/A	N/A	N/A	N/A

NOTE: N/A These avenues of communication were not locally available.

X These methods used

. These methods were not used.

Effectiveness of CLC Program Promotion Techniques

The advertising that was done by Yukon College Extension Services in the Whitehorse-based newspapers and over CBC radio was rated by the co-ordinators as being questionable in effectiveness. This form of advertising was not consistent, in that sometimes these courses were announced, and other times not. One reason suggested for this inconsistency was that both the newspapers and radio station needed to be notified a considerable amount of time ahead of the date scheduled for the classes to begin. Because of some courses being offered on short notice (due to uncertainties in the planning procedures), this time period was not always available.

The posters that were displayed in prominent locations around the community were rated by all (100%) of the co-ordinators as being the most effective form of formal advertising that was used by the CLC's. The hand written signs or notices were thought to be more effective than the ones made up on the Yukon College posters. The main reason stated for this conclusion was because one's attention is drawn first of all to the Yukon College logo, visually the most prominent part of the poster. Through the CLC's, Yukon College also advertised some of the programs offered in Whitehorse in the communities themselves, through the CLC's. There was found to be not enough distinction between the format of the

posters advertising courses in Whitehorse versus those being offered locally in the CLC's. As stated by one co-ordinator,

Most of the signs in the community are hand-written, and people have come to associate these kinds of signs with local advertising and events. With these Yukon College posters, one's first impulse may be to think that 'this course is offered in Whitehorse', and not read the rest of the poster.

The CLC co-ordinator in Watson Lake, and those in Dawson as well as the Advisory Committees felt that the individual booklets that had been mailed to each of the households were an effective form of advertising the CLC programs. In fact, other communities had planned on also implementing this form of advertising in the fall of 1986. They had requested that Yukon College Extension Services design individual booklets for each community. The May 1986 Inservice Training session in Whitehorse for CLC Co-ordinators was also attended by the researcher. It was announced by staff at the Extensions Department of Yukon College, that the department had decided to print only one brochure for the CLC's in the fall. It was to be in booklet form, and was to outline programs offered in all the CLC's throughout Yukon. One of these brochures was then to be mailed to every household in each Yukon community that had a CLC. The co-ordinators felt strongly that this would not be an effective means of using the money allocated for the purposes of advertising. They thought that by advertising in this manner, more emphasis would be placed on what courses a given community was not able to offer when compared to programs offered elsewhere. The co-ordinators had not been consulted in this decision, and thus felt strongly about such an important decision having been made without their knowledge. The CLC Advisory Committee in Dawson was in the process of writing a letter of protest to Yukon College. As of June, 1986, it was the researcher's understanding that this decision was being examined carefully.

There was one caution expressed about advertising tentative courses in the booklets. Because of the CLC's lack of knowledge about the way programs are planned, and courses allocated by Yukon College to the communities, there was a great deal of uncertainty about

which courses might be available. It was found that community residents did not want to commit themselves to attend a course that may be offered. Therefore conversely, if there was no demonstrated demand for a given course (judged by the number of individuals who committed themselves to attend), the program was not made available to a given community. If at a later date Yukon College would approve the course after all, promotion would have to start again.

All (100%) of the co-ordinators perceived personal contact to be the most effective method of promoting CLC programs and courses. They thought this was especially true for those segments of the community that consisted of potential clients for the academic upgrading classes, and/or who had no previous contact with the CLC's. Personal contact in this case refers to the face-to-face, and one-on-one contact of potential students by the co-ordinators, or individuals employed in human service agencies. The informal communication networks that exist in all small communities also facilitated news about courses to be diffused among residents. It was observed by CLC co-ordinators that the second time a course was offered, it attracted more participants than the first.

It is significant to note that personal contact and word of mouth techniques of program promotion did indeed reach a large number of individuals in the communities. In response to the question, "How did you find out about this course?", most respondents were not able to precisely remember which formal method of advertising had attracted their attention. They were however able to categorize their responses according to whether they had become aware of the course by one of the aforementioned formal methods of advertising, or if they heard about it from another individual. Over 90% of students enrolled in academic upgrading and College Preparation classes indicated that they had heard about these classes either from the CLC co-ordinators and instructors, or from their friends. An estimated 40% of the adults who had taken continuing education short courses had become aware of the courses offered from the CLC co-ordinators, or other community members. The remaining persons had noticed the course advertised by either posters, newspaper or television ads.

newsletters, or mailed brochures.

Discussion

The literature review section of the thesis viewed the implementation of a promotional strategy as a three step process. The target market is defined, the channels of communication are identified, and then the communication is designed. A community resident not only needs to be aware of the educational opportunities available, but also needs to choose to participate. An understanding of the process of adoption (Lamble, 1984) is beneficial in designing into a program more encouraging forces, than those that would discourage participation. In every community-based educational organization such as a CLC the most effective program promotion plan uses both formal and informal techniques.

For the CLC's located in Yukon communities, the potential market for their programs would be all the residents of the community, as well as those individuals living within commuting distance. Yukon College, or the CLC's, have not done a community survey, or a needs assessment, to aid in differentiating residents into various socio-economic and demographic categories. From the researcher's observations as well as interview data gathered, it was assumed that community members could be roughly divided into two categories. These were community members who had completed at least a grade 10 level of schooling, and those who had less than a grade 10 formal education.

Consistent with the conclusions reached in other research studies, most individuals who had enrolled in the Academic Upgrading classes became aware of the CLC programs from personal contacts with friends, peers, and CLC staff. A significant number of individuals who had enrolled in the continuing education classes had obtained this information from the media. Therefore two distinct channels of communication can be identified in Yukon communities. These are word of mouth (informal communication networks) and the formal communications media. They each appear to serve primarily different segments of the community populations (with some overlap being inevitable). Therefore, in order to

effectively reach the most number of clients, both these avenues of program promotion need to be used efficiently.

The informal program promotion done by the CLC co-ordinators, CLC staff, and the Advisory Committee members was effective, over time, in contacting many individuals in the communities, and encouraging them to participate. One well documented disadvantage however of the personal contact method of program promotion, is that it is very time intensive. Most CLC staff are hired on a part-time basis, leaving them limited time for program promotion activities during working hours. As well, most CLC's have only one or two staff members. In conversations with CLC students as well as co-ordinators, the researcher was told of many instances where individuals were approached a number of times before they even came to the CLC. Therefore, even though the personal contact method of program promotion is effective, for the CLC's, it is very time intensive.

From the data gathered as well as the observations of the researcher, the formal avenues of communication available in the communities were being effectively used. For the communities of Teslin, Ross River, Carcross, Pelly Crossing, and Carmacks putting up posters in public areas was the only formal means of program promotion available. In Watson Lake, Mayo, and Dawson posters as well as all the other formal avenues of program promotion locally available were being used. The CLC brochures in the form of booklets are an attractive and comprehensive way of promoting CLC activities. Perhaps then, one reason that some courses were not well attended was due to their subject material, rather than the fact that they were not well advertised.

The informal techniques of program promotion were determined to be effectively used by the CLC's. In many of these communities, the CLC's have only been in operation for several years, but student enrollment is steadily increasing. As more students partake in CLC programs, they too will assist in informal program promotion. If the CLC staff were hired on a full-time basis, or there was an increase in the numbers of staff at each CLC, then there would be more time available for program promotion activities.

The promotion of CLC programs and services contributes to the development of Yukon communities. The formal and informal techniques of program promotion use either existing lines and avenues of communication, or assist in establishing new ones. The posted announcements, newspaper ads and promotions done by CLC staff and Advisory Committee members, as well as information circulated by past and present students stimulates an awareness of the CLC's among community members. They know of the programs and services offered by the CLC's. Locally available adult education has become a reality for every resident of these Yukon communities. CD is associated with the presence of diversity, alternatives, and choices. Now adults have the ways and means of working towards new educational goals to assist in their personal growth and development. The knowledge of the existence of the CLC's, and the programs and services offered is the first step in community members viewing themselves in a new role ... that of lifelong learners.

E. Program Evaluation

The process of determining the value of a program, its evaluation, is considered an essential part of the program planning process. Feedback that is derived from these evaluations is critical to CLC organizational development, staff training, long-range planning, and in maintaining and strengthening ties with community residents. A review of literature indicates that in an adult education program, there are a number of factors which can be evaluated. These include the staff, the program content and the instructional materials, as well as the facility in which the class is held. These evaluations can be done by those individuals directly involved (self-evaluation), by the organization's administrators, by students, by colleagues, or by outside experts. Evaluation does not occur however, unless a judgement is made about the evidence that has been collected. Descriptions of a given situation (past, present, or future) become evaluative in nature, only if conclusions are made about the value, appropriateness, and effectiveness of the various program components.

Formal Program Evaluation in the CLC's

One of the questions asked by the researcher of Yukon College administrative staff in Whitehorse, as well as the CLC co-ordinators was, "How are the CLC programs evaluated?" It was found in fact, that the only evaluations that had been done at the administrative levels were the yearly performance appraisals of the CLC co-ordinators. Forty percent of the co-ordinators indicated however, that it had been more than a year since their last performance appraisal. Dawson was the only CLC to have undertaken the formal evaluation of short courses or workshops. This evaluation was done by the students, with input being requested about their satisfaction with the instructor, course content, and instructional materials. The reason that other CLC's had not undertaken the formal evaluation of courses was because no guidance had been received from Yukon College. All of the CLC staff, as well as Yukon College administrative staff in Whitehorse agreed that comprehensive evaluations of the CLC programs and courses would be very beneficial. The information received could be used in improving present programming, and guiding future CLC-development.

Evaluations by Outside Experts

Another question that was asked of CLC staff by the researcher was: "How do you feel that this research can benefit the Community Learning Centers?" This project was in essence viewed as an evaluation of the CLC's in practice and in principle, as it was being done by an individual from outside of the system itself. This external point of view was considered to be potentially more desirable than an internal evaluation, because it could be more objective. The following issues were deemed by community staff to be important in the researcher's evaluation:

... we would be made aware of what we are doing well, and what can be improved ...

... it is hard to visualize what other centers are doing, and so it would be good to know how their activities differ from ours, and get a general picture of where C.L.C.'s are at in Yukon ...

... feedback like this is useful to Yukon College so they get an idea of how important we really are to the communities, and how they can plan future developments, and different courses that can be offered in communities ...

... we can get an idea where we can improve our programs, as well as teaching styles and methods of presentation ...

... this report can possibly help trigger more interactions and sharing of ideas between C.L.C.'s, because I think that the profile and credibility of the C.L.C.'s is raised simply because someone has taken an interest in them ...

... when we are asked these in-depth questions, we can review what we are doing, and reflect on our own personal philosophies ...

(C.L.C. staff)

Informal Program Evaluations

The most prevalent form of program evaluations undertaken by the CLC co-ordinators were informal in nature. All, 100% of the co-ordinators indicated that they were, on an on-going basis, consciously evaluating their own performance. This was done for the purpose of assessing in which areas of responsibility they were proficient, and where they needed to improve their capabilities. In casual conversations with community residents, they would also ask students what they had thought of a program and its instructor. Although there was a considerable amount of feedback obtained in this manner, the reliability and validity of this information was questionable. This was because only some community members would be objective and truthful in their comments. Others would not express their true feelings, either because they were being polite and diplomatic, or because their comments would not be anonymous in a one-to-one conversation. This problem was indeed confirmed by the researcher's observations. For example, in one community, a short course had been completed just prior to the researcher's arrival. The CLC co-ordinator had been told by the community residents that the instructor, and the program content had been excellent. When the students who had taken the course were interviewed by the researcher however, the majority (over 60%) indicated that the instructor had been too technical in his presentation,

and was difficult to understand. They also thought that there was too much material presented for a course of such short duration. Therefore, the evaluation of the course as perceived by the CLC co-ordinator was markedly different than the conclusions that could be drawn from the data gathered by the researcher on students' responses.

Data Collected to Evaluate CLC Courses

For the purposes of making a judgement on the appropriateness of the CLC courses in meeting the needs of community residents, as well as the effects the CLC's have had on development in these communities, perceptions about CLC courses were gathered. The CLC co-ordinators, and/or instructors as well as past and present students were asked to give their evaluation of the CLC courses. The components selected for evaluation were: the course content, instructional materials, and teaching methods. The data that was gathered is divided according to evaluations of academic upgrading and college preparation classes, general interest courses, and Life Skills, or Personal Skills Development classes.

Academic Upgrading Courses - CLC Co-ordinators and/or Instructors' and Tutors' Evaluations

The curriculum content of the Academic Upgrading materials was rated as being good by 70% of the teaching staff, and only fair by the other 30%. They felt that by the time the students finished all the modules, they would have a good knowledge of the materials that were presented. Subjects covered include reading, spelling, and mathematics. Because it was for the most part practical material, they felt the students could directly apply the skills they learned.

The two components that were cited as lacking in the present Academic Upgrading curriculum were writing (and composition) as well as literature appreciation. Working on these subjects would allow students to gain further experience in the proper use of grammar, sentence structure, and paragraph writing. It would also give them practice using more descriptive oral and written forms of

self-expression, as well as to critically evaluate literary pieces written by others. Instructors also felt that some of the materials presented in the curriculum should be adapted to be more relevant to the students' life situations. For example, some of the texts used were cited as being American based and oriented towards an urban lifestyle, and not relevant to students in these small, rural Yukon communities. Several examples cited included materials dealing with prejudice towards the Puerto Ricans in America. The upgrading students did not have enough knowledge about world affairs to realize that the Puerto Ricans too were a minority ethnic group and thus were subject to experiences similar to those of discrimination against the Native peoples in Canada. The instructors who rated the materials as 'fair' thought that the course materials should be more innovative. There should be more problem-solving exercises that would give students practice in experiential learning for day to day living skills.

The instructional materials were rated as being fair by most (over 70%) of the co-ordinators and instructors. Even though the upgrading materials were in a packaged format, their content was not always in a logical sequence. Other parts of the materials were found to be incompatible. For example, some of the answer keys for the mathematics exercises did not match the questions in the text. It was the understanding of the instructors that staff at Yukon College were in the process of addressing these problems.

A number of the CLC instructors indicated that another shortcoming of the instructional materials was that for some of the subjects and modules, not enough practice exercises and materials were provided. Many of the adult students who enrolled in classes at the CLC's lacked the very basic academic skills that were necessary to begin at the first level of the upgrading materials (BTSD II). Therefore, they needed practice in reading, writing, and numeracy skills at less than this Grade 7 level (BTSD I). The co-ordinators often used alternate sources for supplementary practice materials. One of the co-ordinators obtained additional materials from the

local school. Another had obtained workbooks while on vacation outside of the Territory. Some practice materials had been obtained from Frontier College in Toronto, and Red River College in Manitoba. These were found to be both useful and relevant.

The individualized, tutor-assisted approach that is used for the Academic Upgrading classes was considered suitable by all (100%) of the co-ordinators, instructors, and tutors. Before students begin in a program, they are required to complete a competency-based test to evaluate their current academic levels in all subject areas. This individualized approach, enables all students to begin at their level of competence in each subject. They work at their own pace through the lessons. Students could concentrate on those areas in which they were deficient. Materials that they had already mastered would not have to be repeated, as would be the case in a general academic upgrading classroom. Supplementary exercises were assigned to the students to give them practice in mastering a specific section with which they had difficulties. As stated by one instructor, "This way of learning allows students to progress at a fairly rapid pace. They are encouraged by their academic success, something many of them have not enjoyed in the past."

Four of the instructors and/or co-ordinators interviewed did voice several disadvantages to this format of learning. The program was so individualized that there were limited opportunities for the students to interact with one another in the classroom setting. The development of skills such as debate, dialogue, and working on group projects could also be somewhat restricted. Interactions which can be achieved in a group situation can be valuable learning experiences. Due to the independent study format, it took a longer period of time for the students to feel a part of the group, and for the class itself to take on a unified entity. Instructors did mention, however, that once the students got to know each other better, there was a considerable amount of sharing and helping one another with their assignments.

The majority of the co-ordinators, instructors, and tutors, (over 90%) felt that it was beneficial for themselves as well as the students that they could offer individualized and personal attention. Because they were not required to teach in the formal sense, they could spend as much time as was necessary with each person. This advantage gave them an opportunity to gain a more in-depth understanding of students' individual difficulties or problem areas with the lesson material. They stated too, that the stereotyped and often negative roles of a teacher that had been acquired in the past by many of these individuals were being altered. Necessarily then, this could in time change previously acquired negative attitudes towards school, and towards learning. There was however one problem that had developed in some of the CLC's. As the classes became larger, and more students enrolled, it became increasingly difficult for the instructors to spend enough time with each student. This was offset to some extent however by some students helping others, or working as a group on their assignments.

Academic Upgrading Courses - Students' Evaluations

The past and present students that had been enrolled in the academic upgrading and college preparation classes were asked to rate various aspects of their courses. Their ratings of course content, materials, and instructors are summarized in Table VII:3. As well as rating the course content, students were asked how much they had learned in the Academic Upgrading classes. 79.6% (43) of the students indicated that they had learned a lot, 11.3% (6) had learned quite a bit, and 9.1% (5) had not learned very much. When asked the question, "What specific things have you learned in this course?" most of them could identify the subject material in which they had improved overall - that is, math, reading, spelling, and grammar. Others mentioned learning specific things in certain subject areas. For example, in mathematics, the most often mentioned things learned were fractions, percentages, and metrics. Many students had never learned these things in school, and thus had not been able to

TABLE VII:4
 RATING OF ACADEMIC UPGRADING PROGRAM BY CLC STUDENTS
 (N=54)

FACTOR	NUMBER OF STUDENTS REPORTING				
	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Course Content	18	28	6	2	0
Instructional Materials	20	24	10	0	0
Instructor	36	18	0	0	0
Overall Rating of Course	14	31	9	0	0

understand them.

The majority of the students rated the instructional materials as being good. They indicated that the instructors would assist them in understanding any of the areas with which they were having difficulties.

The overwhelming majority of academic upgrading students (98.7%) enjoyed the individualized instruction approach of the program materials. They viewed it as being superior to the regular classroom format, and found learning to be a pleasurable and rewarding experience. The following are some of the general comments given by students in response to the questions: "was this method (individualized instruction) a suitable way to teach in course? Why or why not?" and "what did you prefer about this way of learning as opposed to regular school?"

... I preferred this way of learning because there are no restrictions on how long you can work on a subject, or when you finish ...

... in a regular school they herd you in and out, and teaching is not individualized ...

... I feel really good about myself because I have good marks ...

... I enjoy working at my own pace, and when I get tired or bored can take a breather and talk to others, or get help from them ...

... I like it because we are not graded as a failure, and can work on a problem over and over until it's right ...

... we are not rushed into things and can spend more time on things that are harder such as fractions ...

... nobody is in competition with one another because we work at our own pace ...

... we don't have to take extra subjects and once we learn a certain thing, we can go on to the next one ...

... we can work on our own time, and can do some things at home if we want to finish sooner ...

... it's good to take the test first, and then we work from the level we're at, and at our own pace ...

(academic upgrading students)

All of the students mentioned the instructors and tutors as one of the distinct advantages to this way of learning. They viewed these individuals as being very helpful, and understanding. Unlike in regular school where it was difficult to get extra help, instructors here were rated as being excellent. They offered support and encouragement, thus building students' confidence and self-esteem. There was also extra help available for materials that were difficult to learn. A number of students also indicated that they liked the fact that the instructors treated everyone equally, and with respect, and were not prejudiced or biased.

General Interest Courses - Student's Evaluations

The course content, materials, and instructors of the continuing education courses were rated by the students interviewed. Data is summarized in Table VII:4.

The large majority of students interviewed (over 90%) who had taken general interest classes stated that the workshop, or short course format for these programs had been appropriate. They enjoyed the small classes, the good learning atmosphere

TABLE VII:5
 RATING OF GENERAL INTEREST PROGRAMS BY CLC STUDENTS
 (N=46)

FACTOR	NUMBER OF STUDENTS REPORTING				
	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Course Content	16	20	10	0	0
Materials	11	24	10	1	0
Instructor	24	19	3	0	0
Course	13	22	9	2	0

and the individual attention from the instructors. Some felt that the classes could have been over a longer time span, to either learn more, or to learn at a slower pace. Many of these adults work during the day, and so the evening classes, or weekend workshops were convenient.

Of the 46 students interviewed, 45.6% (21) indicated that they had learned a lot, 54.4% (25) had learned quite a bit, and none (0%) reported learning not very much, or nothing at all from these classes. The courses were practical in nature, with the skills and knowledge acquired being directly related to the subject-matter. For example, students who took courses in-computer literacy reported learning the basics. They were now familiar with how to operate one, how to use the word processing function, and how to use a computer for accounting and bookkeeping tasks. Other students indicated that they had gained enough knowledge about computers to enable them to make well-informed decisions about buying their own, or using one in their business. Those who had taken bookkeeping and accounting courses were using the skills they had learned or in some cases refreshed, to do books for their family business, in their workplace, or as a source of extra income. Participants in the Tourism Hospitality course had learned more about the history of the Yukon, and particularly about their own communities. The importance of tourism to Yukon's economy was outlined, and thus they were more open and helpful to tourists. They

also had acquired skills on how to give directions, how to answer questions about Yukon, and also how to get along better with their fellow workers. Individuals who had taken the Small Engines and Home Repair courses at the mobile classrooms indicated that they now could do their own maintenance and repairs. A number of adults also indicated that by taking these classes, they had broadened their horizons, increased their self-confidence, and enhanced their desire to learn more.

Life Skills Courses - Student's Evaluations

Although certain modules of Personal Skills Development programs had been taught in most communities on a one or two day workshop basis, it was not possible to contact enough students for a representative sample. In Carcross however, a number of modules had been incorporated as part of the full-time upgrading program, and all nine students that had taken the program were interviewed. Of these students, 7 indicated that they had learned a lot in these classes, and 2 said they had learned quite a bit. Other aspects of the program (Table VII:5) were rated. The format in which the class was taught primarily used group techniques as a focus for learning. This was supplemented by the use of video roleplays which were then critiqued by the rest of the group. Flip charts, and the blackboards were also extensively used. The students expressed a preference for group learning, as they felt they learned more than they would individually. As they got to know one another better, they became more comfortable with opening up and sharing of themselves. As stated by one student, "It's easier to learn when I'm surrounded by people I know, and these guys in the group are my friends". Others also indicated that now they were not as shy as they had been previously. About half the students felt the sessions could have been longer in order to discuss some subjects more at length. The following were some generally prevalent comments about the format:

... people with different points of view share ideas and work together
... it's fun and not boring ...

TABLE VII:6
 RATING OF LIFE SKILLS PROGRAMS BY CLC STUDENTS
 (N=9)

FACTOR	NUMBER OF STUDENTS REPORTING				
	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Course Content	5	3	1	0	0
Materials	3	5	1	0	0
Instructor's Knowledge	7	2	0	0	0

... in this group, I have learned how to deal with people, and talk and communicate with them ...

... I've enjoyed coming here and being in the group, because I've learned something new every day ...
 (Personal Skills Development Students, Carcross)

All participants spoke very highly of the skills of the facilitators in leading the group learning experiences. They felt the effort that was put forth by the instructors in getting to know each student as an individual contributed significantly to the success of the classes.

The content of the classes was judged as being very practical and useful, and could be directly applied outside of the classroom situation. Even though the students had just recently completed the classes, many of them felt that they were able to already use the skills acquired in their everyday lives. In response to the questions "What have you learned in this course?" and "How do you think it has helped others?" the following are a number of responses that were recorded about the communications module:

... I'm learning how to look at the good side of life, not the bad ...

... I'm not as afraid of meeting stranger ... and am more talkative now ...

... I've learned how to be assertive and not aggressive and how to talk to different people ...

... I can talk more freely to friends, can joke around and give them a hard time and I get along better with others ...

... I know how to deal better with my problems, to attack them right away, and how to work through them ...

... I've learned how to speak up, disagree constructively, and discuss things and realize that I don't have to just listen and believe everyone ...

... I can express myself so others understand, and I know that my 'true' feelings are OK ...

... I can explain myself more clearly, and also understand better what others are saying ...

Discussion

The process of evaluation is used to acquire valuable information and feedback. As with program planning, program evaluation also needs to be done by all individuals, at all levels, and by all departments of an organization. Evaluation is a continuous and on-going activity, done by both formal and informal means. Using Boyle's "Major Program Planning" Model (Fig. IV:1), an educational organization can conceivably evaluate its operational processes at each of these stages. For a Community Learning Center, the results of a comprehensive evaluation of this nature helps determine if the facility and programming are responsive to community needs.

Data collected from Yukon College administrators and CLC staff indicated that there was very little evaluation done of the CLC's and their programs. This was true of evaluations by administrative departments as well as at a community level. CLC co-ordinators were to have an annual performance evaluation. A number of individuals had not received one in the past year. The only CLC that was using evaluation forms for the general interest courses was Dawson. To date, there had been no evaluations of the academic upgrading sectors of the

CLC programs.

In her evaluations of the CLC courses, the researcher obtained valuable feedback from teaching staff and from students. A summary of the results indicates that on the whole, the curriculum materials and teaching methods were satisfactory. A number of areas where the materials could be improved were highlighted.

The fact that virtually no evaluations were done on CLC courses and other programs and services has a number of consequences. Firstly, at an administrative level, a number of vital questions about the structure and function of the CLC's remain unanswered. Among these are:

- a. Does the organizational structure reflect the mission and philosophy of the CLC's?
- b. How effective is the program planning and development processes?
- c. How effective are the needs assessment techniques that are used?
- d. Are the objectives of the CLC programs clearly stated, and are they achievable?
- e. Are the available resources in the communities being used effectively and efficiently? What other resources are necessary to achieve program objectives?
- f. Are the delivery methods and media used the most suitable for the program content? What other instructional media could be use?
- g. Are the present avenues of program promotion reaching the potential clients?
- h. Do the programs meet the needs of community residents?
- i. Are all aspects of the CLC's adequately evaluated?

It would be useful for the students themselves to evaluate the general interest and academic upgrading programs with respect to: quality of the content, instructor, and media used; suitability in meeting the learner's needs; and the importance or value to the participants. Instructors could be asked for their input on how well they thought the objectives were achieved, the quality of the instructional materials, and the adequacy of the resources provided.

A lack of course or program evaluations in the CLC's negatively affects the development of clear and consistent lines of communication between the CLC's and the communities. There are no avenues of feedback whereby the results of evaluations can be used to assess whether the CLC's are meeting the needs of community residents. The users of the CLC programs are not able to provide input on how programs and services can be improved.

The CLC co-ordinators and instructors do not have an opportunity to receive feedback from the students on what they enjoyed about a course, and what they did not. The opportunity for users of CLC facilities, programs, and services to offer their views is also a good learning experience. Individuals can practice articulating their thoughts, and expressing themselves in a variety of circumstances. They can learn to give constructive criticism and evaluate for both positive and negative aspects of a given situation. If a comprehensive plan to evaluate all aspects of the CLC's were designed, then ultimately the overall influence that the CLC's have had on Yukon communities could be more accurately assessed. These evaluations would be valuable in improving present programming, as well as guiding future development plans.

F. CLC Future Development and Expansion Plans

In her initial contact with Yukon college, the researcher obtained a flow chart outlining the future development plans of the CLC's (Figure VII:4). This chart was drafted in 1982. One of the questions posed by the researcher to Yukon College and CLC staff was "What are the future development and expansion plans for the CLC's?" Not one of the individuals interviewed was aware of any long term goals for expansion or development for the CLC's. Yukon College staff indicated however, that a new CLC was to be established at Burwash Landing in the fall of 1986. Yukon College was also in the process of hiring another rural supervisor for the CLC's. It was evident that in Whitehorse there was more excitement and concern about the new Yukon College facility being planned, than about improving or expanding the CLC's.

The researcher asked community members (the CLC co-ordinators and advisory committee members) how they thought the CLC's could be improved. A number of students also gave their views on this topic, and their responses are included in this data (Table VII:7). The data presented indicates clearly that the majority of these improvements in the CLC's would involve an increase in resources committed by Yukon College to the communities. Resources in this case would include human (instructors), physical (improved facilities,

FIGURE VII:4

PROPOSED EXPANSION PLAN FOR CLC'S

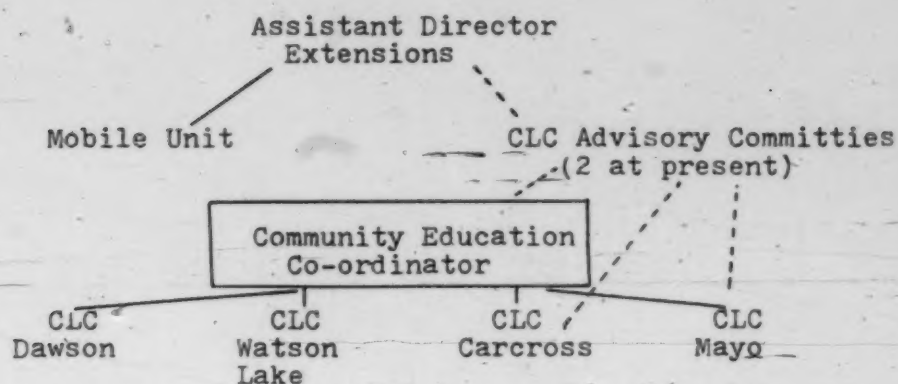
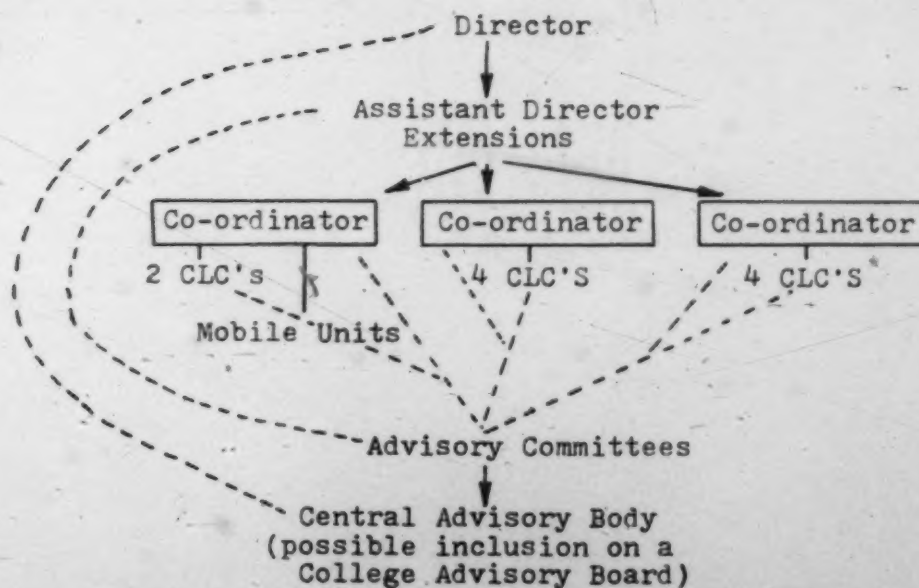
STRUCTURE OF CLC'S (1982)PROPOSED EXPANSION PLANS (1982)

TABLE VII:7
 COMMUNITY RESIDENTS PERCEPTIONS: HOW CLC'S CAN BE IMPROVED
 (N=412)

IMPROVEMENT	NO. OF RESPONSES
- a wider variety of courses	38
- more general interest courses	32
- more employment related skills courses	29
- use more local resources (ie. instructors, facilities)	27
- improve the present facility	26
- more family oriented courses	23
- more contact between CLC's and Yukon College	23
- more workshops and evening classes	21
- more financial resources allocated to CLC's	20
- more staff for the CLC's	19
- raise the profile of the CLC in the community	18
- more community input in CLC programming	18
- adding a daycare facility	17
- more literacy training	16
- bring instructors from Whitehorse to CLC's	16
- courses should have introductory as well as advanced levels	15
- more life skills programs	14
- more community oriented classes	12
- more cooperation between CLC's and other agencies	10
- more distance education delivery techniques	6
- lower numbers of people required in a class	5
- better techniques of assessing needs	4
- make courses more responsive to immediate needs	3

distance delivery systems), financial (more courses and staff), and organizational (more support from Yukon College, more input from communities). The setting of long and short-term goals, as well as a comprehensive and well-designed development plan ensures that adequate resources can be properly designated to learning centers by their sponsoring agency. Boone (1985) outlines two other important reasons for an organized and comprehensive expansion and development plan to be used. Feedback from needs assessments and evaluations is used to plan for organizational renewal, and for connecting to an agency's target publics. In the present expansion plans for the CLC's, these factors are not being addressed.

G. The CLC's as Facilitators of CD

The data presented up to this point indicates strongly that the CLC's have made significant contributions to the development of Yukon communities. The researcher felt that in order to make definite conclusions, however, it was important to ask the community residents themselves how they thought that the CLC's had improved the communities. The responses to a number of different questions were grouped together in order to categorize the various developments that have occurred as a direct result of the CLC's. CLC students were asked: What specific things did you learn in this course? How have you been able to use the things you have learned in everyday life? What specific things did you learn in this course? Are there things you can do now that you could not do as well before you took the course? How has this course made a difference in your life?" CLC coordinators were asked: "Have you noticed any changes in student's skills and attitudes as a result of taking certain programs? If so, in what way?" All categories of respondents were asked how they thought the CLC had contributed to the improvement and development of their community.

Most respondents had observed a number of important benefits either for themselves for their friends, and/or for other community members. Impacts on the community as a whole were also noted. In keeping with the overall objective of this thesis as well as the accepted definition of CD, responses were separated into the 4 main categories of social, economic, political, and cultural development. To gain a more in-depth view of the exact nature of the developments however, these main categories were then further divided into specific actions that were reported to have taken place.

The data collected (Table VII:8) indicates that community members perceived the most significant changes that have occurred as a result of the CLC's are those that can be classified as social developments. These accounted for 68.5% of the responses. Next in frequency were economic developments (15.13%), political developments (11.12%), and then cultural developments (5.25%). One must keep in mind however, that these four categories are neither mutually exclusive, nor are they exhaustive. Many of the responses could also be

TABLE VII:8
YUKON COMMUNITY MEMBERS' PERCEPTIONS OF CONTRIBUTIONS
MADE TO CD BY CLC'S
(N=1448)

DEVELOPMENTS	NO. OF RESPONSES	TOTAL
SOCIAL DEVELOPMENT		
a) increase in knowledge and skills		238
- increase in academic (read, write, math) skills	68	
- better communication skills	57	
- better ability to solve problems	41	
- understand others better	33	
- new and updated knowledge available locally	23	
- new skills are being developed so people can teach others	16	
b) personal growth		210
- increase in self-confidence	39	
- increase in self-esteem	32	
- increased desire to try new things	23	
- better understanding of self	20	
- desire to learn more	19	
- setting goals and working towards them	18	
- more control over own destiny	15	
- more positive attitude toward life	14	
- increased sense of self-pride	14	
- increased motivation	9	
- developed new friends	7	
c) increase in choices and alternatives for residents		211
- locally available opportunity to finish or upgrade education	92	
- constructive use of free-time	66	
- an alternative to activities involving alcohol abuse	32	
- an avenue for further education, or new careers	21	
d) the development of new community norms		106
- the value of having an education has increased	35	
- growing enthusiasm in lifelong learning	28	
- parents help children with homework, encourage schooling	25	
- CLC viewed as asset to the community	18	
e) re-interpretation of past events		67
- individuals realize they are capable of learning, and find it enjoyable	48	
- realize they dropped out of school because of family and peer pressures, not a lack of ability	19	

f) increased lines of communication in community		63
- people get to know others through CLC classes	41	
- CLC gives residents something to discuss	22	
g) the development of new role models		61
- CLC coordinators are viewed as helpers, not authority figures	27	
- peers and others attend CLC classes	22	
- individuals are successful due to upgrading their education	12	

ECONOMIC DEVELOPMENT

a) quality of local labour force improved		118
- upgrading of employment related skills	72	
- improve job seeking skills	26	
- residents are able to apply for more skilled jobs than before	20	
b) increase in financial resources of community		101
- individuals have secured employment because of what learned through CLC's	58	
- sponsorship for academic upgrading students supplements their income	43	

POLITICAL DEVELOPMENT

a) increased understanding of community, as well as more local participation and interaction		62
b) community has become more cohesive		38
c) individuals gain confidence in dealing with authority figures, and strangers		26
d) increased interest in affairs outside of community		23
e) residents begin to realize the power of one individual to change things in community		12

CULTURAL DEVELOPMENT

a) Natives are gaining skills that help them integrate into society		35
b) elimination of some negative cultural stereotypes		22
c) CLC's provide more avenues of communication between the cultures		19

termed as human resource developments, defined as "the process of increasing the knowledge, skills, and capacities of all people in a society" (Harbison and Meyers, 1964:2). The numbers of responses given by community members, combined with the observations of the researcher indicate that the CLC's have contributed significantly to the development of Yukon communities.

Chapter VIII

CONCLUSIONS AND RECOMMENDATIONS

Education is viewed by most as an important motivator, and pre-requisite in major programs of modernization and change. This is the case not only in a country, but also in a region, a province, or a community. The knowledge, skills and attitudes imparted by education can contribute significantly to a community's social, economic, political, and cultural processes of development. These developments can be facilitated not only by increasing the educational levels of children and youth, but also those of adults. The opportunity for adults to participate in on-going and lifelong educational opportunities is no longer a privilege in today's society ... it is an absolute necessity. Adults as individuals, as family members, and as participating members of society encounter ever changing social roles and responsibilities over a life time. These periods of transition are often difficult and demanding. Specific educational courses and programs that meet their needs however, can help adults adjust and cope more constructively with these changes.

Taken in a Canadian context, this is true not only in the more densely populated provinces in the south, but also in its vast northern regions ... the territories. For many adults living in Yukon territory's small and relatively isolated communities, the opportunities and/or motivations to achieve educational levels of functional literacy were limited. Compounding this problem is the fact that Yukon community residents have over the years been geographically and socially isolated from the traditional learning opportunities that are available to adults in urban areas.

In a recent effort to decentralize adult education programs and services from Whitehorse, Yukon College has established a number of CLC's in rural communities. These CLC's were intended to address and overcome a number of significant barriers in the provision of learning opportunities for adults in outlying areas. The programs and services offered by the CLC's were also intended to contribute to the economic and social development of the communities through the development of their human resources. These CLC's, located

in 8 rural Yukon communities were the focus of this study. The overall objective of this research project was to evaluate the influence that CLC's have had on the development processes of Yukon communities.

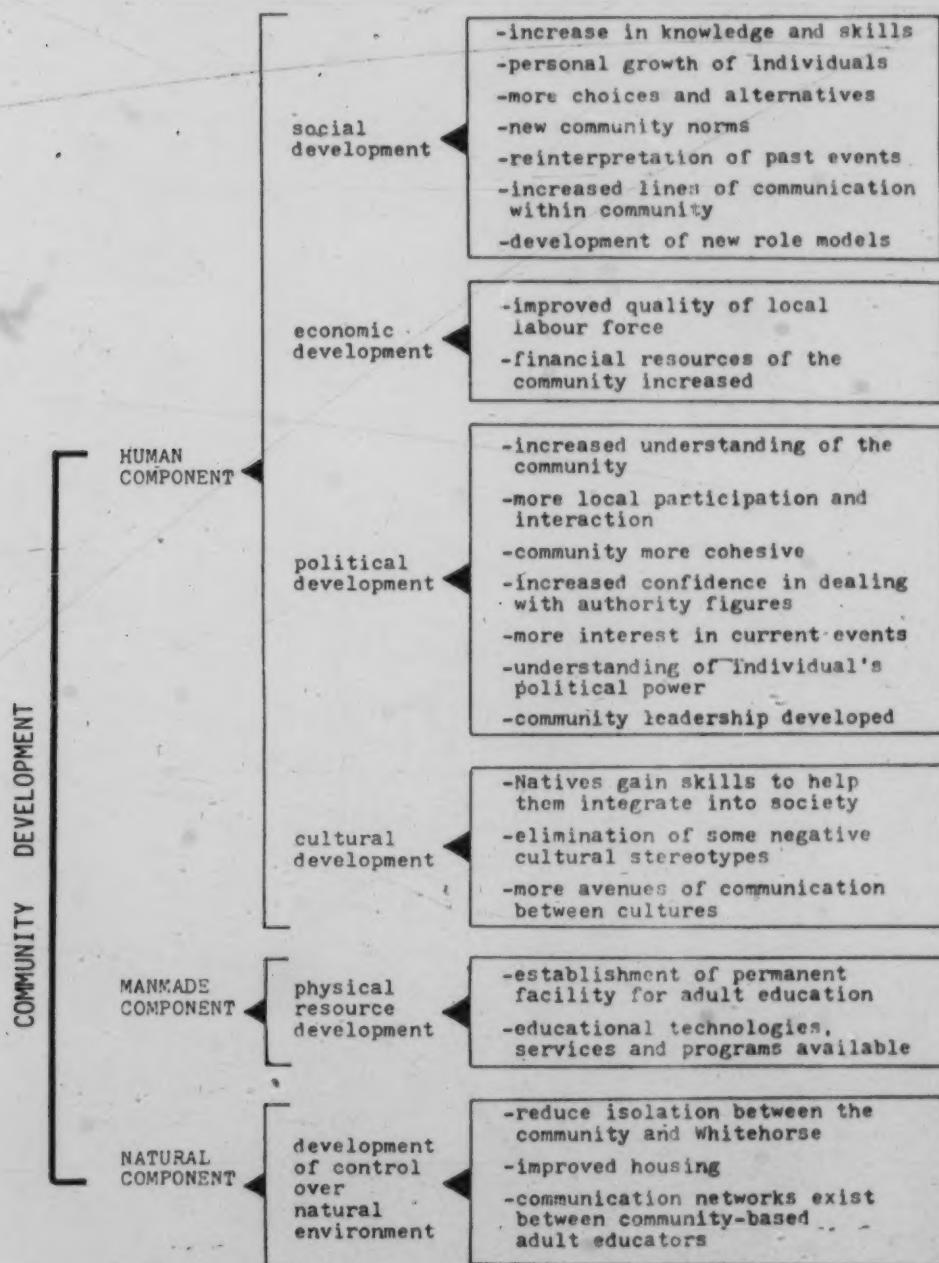
A. Contributions of CLC's to Development of Yukon Communities

The definition of community development used as a basis for this research project (Chapter III), implies that CD can be measured in terms of improvements in the economic, social, cultural, and political conditions of a community. The development of a community can be initiated in a number of ways, and adult education is an important means of facilitating CD. The outcomes of learning can generally be measured as: changes in an individual's knowledge, skills, and attitudes. CD however, adds an outcome of action to the processes and outcomes of learning. Therefore, the specific ways in which community members have been able to use what they have learned through the CLC's contributes to CD. The same is true of the increased quality and quantity of human, physical, and organizational resources in these Yukon communities.

The ecosystem model (Fig. III:1) views a community as being composed of three distinct components. The human, manmade, and natural components of the ecosystem are influenced by one another. The definition of CD adopted views it as "an educational-motivational process by which the efforts of the people themselves are united with those of government authorities to improve the economic, social, cultural, and political conditions of a community". An improvement in any of these conditions would necessarily affect at least one, if not all components of the ecosystem. The data collected by this research study was combined with the literature review to formulate a model (Figure VIII:1) illustrating how the CLC's have influenced the development of the various component parts of Yukon community ecosystems.

FIGURE VIII:1

INFLUENCE OF CLC'S ON THE DEVELOPMENT OF YUKON COMMUNITIES



The indicators of development found to have occurred in Yukon communities have two distinct dimensions. The first category are for the most part visible and tangible. These are the changes that have occurred in the physical and economic states of individuals and their communities. The securing of employment and an increase in monetary incomes has raised the standards of living in the communities. The second category of indicators of development are those that are less tangible and more difficult to identify. These include the changes in individuals' self-concepts, personalities, and attitudes towards themselves and others. These indicators also take into account alterations in relationships among community members. These less tangible indicators of development were found to outnumber those that could be more readily identified.

This observation has an important implication for examining the impact that CLC's have had on Yukon communities. To the casual observer, it may seem that the CLC's have not brought about any dramatic changes in these communities. The tangible indicators of development can be identified primarily as the physical, human, and organizational resources the CLC's have contributed to Yukon communities. They also account for a number of the economic developments that have taken place. The most significant changes that have occurred however, are the intangible ones. Yukon community residents are moving from a state of general non-participation and involvement to one of more social, political and cultural development. Community residents are participating in a process of conscientization (Freire, 1972). They are becoming more aware and confident that they can learn and grow and change. They are developing valuable skills for learning and for social change. These individual and personal developments are occurring in association with others, and within the context of their communities. In the development of a community, these subtle changes (human resource development) are a prerequisite for other, more tangible developments to occur.

B. Strengths of the CLC's

The CLC's provide much needed educational services and programs to Yukon communities. The decentralization of resources for adult education from Whitehorse to rural areas is the greatest strength of the CLC's. The social, geographical, and psychological barriers between Whitehorse and the communities are being reduced. Those adults who cannot, or do not wish to leave their home communities are able to study either individually, or as part of a group, a variety of subjects. This gives them expanded opportunities to reach their full potential in their roles as employees, spouses, parents, and community members. The fact that these Yukon communities now have a facility specially designated as an adult Learning Center establishes a firm foundation for the development of a comprehensive community-based educational program. The participation in life-long learning activities has become more of a reality for adults living in these communities.

The CLC's have developed a number of local resources. CLC co-ordinators and instructors are hired locally, and their skills upgraded so they can, in turn, teach others. These individuals have become change agents. The contact that they have with one another as well as with Whitehorse, has established a network of adult educators in Yukon. Through a sharing of resources and ideas community-based education can only grow and develop.

The scope of educational programs offered through the CLC's are at present limited, but they are varied. Academic upgrading is available from Grade 6 to Grade 12. Classes are also available in employment-related skills, as well as skills for personal growth and development. The mission statement for Yukon College Department of Extension services indicates that courses will aid in the economic and social development of Yukon communities. Based on this mandate, as the CLC programming grows and develops courses can be offered to range from the remedial to social development categories (Roberts, 1982). Courses available can also be expanded to include education for development (Coombs and Ahmed, 1957). As more community members use the services of the CLC's, it can be expected that the variety of educational programs will also increase.

The establishment of advisory committees for each CLC is another important strength. This creates an avenue by which community members can potentially have meaningful involvement and participation in the CLC decision-making processes. The advisory committees are also an important link between the CLC's and the community. Involvement and legitimation by these key individuals is important in the success of the CLC's. The Advisory Committees can help in connecting the CLC's tangibly and consistently to the community.

The CLC's are slowly raising the educational levels of community residents. Many of these adults had not previously had an opportunity to remedy any deficiencies in the schooling they received as children. Others have now had an opportunity to upgrade their employment-related, or personal skills.

C. Weaknesses of the CLC's

The learning center concept as outlined in Chapter IV was viewed as being a viable system for delivering Yukon community-based adult education programs and services. A learning center of this nature was in theory learner-centered, and responsive to community needs. It also promoted the empowerment of the learner by providing a variety of resources for personal, social, and professional growth. Sound, and well designed administrative practices and operational procedures established strong links between the learning centers and their communities, and promoted CD.

The practices and procedures used by Yukon College to administer the CLC's were found to be the major weakness in the CLC concept as it now exists. By way of summary they included: a lack of significant involvement by community members in CLC program planning; no accurate assessment of community needs; no comprehensive course or program evaluations; and the lack of sufficient resources committed by Yukon College to the CLC's.

D. Summary of Proposed Recommendations

The data presented in Chapters VII and VIII explored the resources contributed to Yukon communities by the CLC's. These chapters also described a number of areas in which the CLC's could be improved. Based on the data collected during the course of the study, the following recommendations offer possible alternatives for improving the CLC's.

1. A clear and well-defined mission statement and philosophy for the CLC's (separate from those of Yukon College's Department of Extension Services) would be an asset to the CLC's. The resources necessary "to contribute to the social and economic development" of individual communities may be significantly different than those required in Whitehorse.
2. The planning of professional development activities for CLC staff should be a joint effort between the co-ordinators, instructors, tutors and Yukon College. In this way, the subjects of workshops and training activities could be more responsive to rural staff needs. An annual training allowance would also allow CLC staff to participate in self-directed professional and personal development projects.
3. All of the CLC facilities visited by the researcher were judged to be too small to accommodate the numbers of students using their services. Data gathered also indicated that many CLC's are not in a neutral location. 'Neutral' in this sense implies that all individuals regardless of their culture, can feel comfortable attending the CLC. The relocation of the CLC's would allow for their continued growth and development.
4. The CLC Advisory Committee's need to be given full support and guidance by Yukon College, as well as a vital role in CLC program planning. A strengthening of the communication and information links between Yukon College and the Advisory Committees can help ensure that the educational needs of individual communities are given full priority in program planning.
5. The researcher recommends that Yukon College provide the guidance and additional

resources necessary to conduct a comprehensive formal needs assessment for each CLC. These needs assessments should be designed to incorporate avenues by which community members can be actively involved.

6. In order to ensure that community members are knowledgeable about the CLC's, additional resources need to be delegated for formal advertising by each CLC. Logos could be designed with an emphasis on the individual CLC, rather than Yukon College.
7. Comprehensive and on-going evaluations of the CLC programs and services as well as their administrative and operational processes are necessary. The results of these evaluations would be useful in strengthening the CLC concept.
8. The CLC's have grown rapidly, and expanded their programs and services. Therefore, it would be useful to increase the numbers of CLC staff in rural areas. In order to offer a wider range of programs rural areas, instructors could travel from Whitehorse to teach courses and workshops.

E. Significance of the Study

This written document as it now stands, is the final product of an extensive and extended research process. It began with the conceptualization of a topic, as well as a comprehensive review of relevant literature, documents and reports. A great deal of time was spent by the researcher visiting Whitehorse and Yukon communities legitimizing the study, interviewing respondents, and making detailed personal observations. Keeping in mind the limitations of this study (as outlined in Chapter I), the objectives of the research project were found to be fully achieved. The process, as well as the product of this research study have significant implications at theoretical, methodological, and practical levels.

The literature review conducted to establish a framework for the study contributes significantly to two currently limited areas of published information. To date, the potential for adult education to aid the development of small, relatively isolated, communities in

northern Canada has not been extensively explored. This is especially true for those communities that do not have agricultural, industrial, or resource-based economies. This research study concludes with a model outlining actual and observed developments that occurred in Yukon communities as a result of CLC's. The strong link between adult education and the development of northern communities is clearly demonstrated. Chapter IV contributes to a greater understanding of the unique concept of adult learning centers. These centers provide resources in terms of facilities, technologies, instructional staff, as well as educational programs and services to their respective communities. They also however act as dynamic and influential agents of change. A detailed analysis of how their operational processes and administrative procedures influence the development of Yukon communities was conducted.

This study also has significance due to the unique methodology employed to collect the required data. The respondents interviewed lived in an environment that was in many ways geographically, socially, and culturally isolated from the mainstreams of society. Therefore, in order to collect valid and accurate social science data at a community level, an appropriate methodology was devised. The establishment of a good working relationship between the researcher and the respondents before the interview was emphasized. Based on the researcher's understanding and knowledge of the local Yukon community culture and customs (as well as admittedly trial and error), the methodology proved to be successful in obtaining high quality data. Thus, the chapter describing the research procedure is written in considerable detail. It should be of definite interest and value to others conducting research in small, and relatively isolated communities. This methodology can be employed not only in small northern communities, but also in rural areas of southern Canada. Its basic concepts can be applied to develop research procedures for use in communities with similar socio-economic and cultural milieus.

Finally, this research project has a number of implications at a practical level. The fact that the researcher was a person from outside of the communities, and outside of Yukon was important. This gave community members firstly, an opportunity to come in contact with

a stranger, linking them to the outside world. This research was also participatory in nature, as they were requested to express their views, and to articulate their thoughts in terms of broad concepts. The status of the CLC's themselves (in the communities and at Yukon College) was raised because of the interest expressed in the concept by someone outside of Yukon. The process of fact finding, and working with local people (as this project was) is considered to be in itself an action for improvement, or CD work. This project did create a great deal of interest and enthusiasm among community members. A number of recommendations were generated that can be used to develop and build on resources - human and otherwise - that already exist in these Yukon communities.

F. Implications for Further Study

This research project has raised a number of important questions and issues that would warrant further study and investigation. The first of these is the possibility of conducting of comprehensive adult education and service needs assessments in Yukon communities. Another important issue that was not dealt with in the scope of this project was an investigation of why community members did not use the CLC programs and services. A follow-up could also be conducted on past CLC students, to determine the long-term benefits gained from participating in educational activities. A needs assessment could be conducted on the training needs of CLC staff (co-ordinators, instructors and tutors) in rural areas. Then, based on the research findings, a distance delivery system for meeting these training needs could be designed. In summary, social science research that investigates the entire Yukon community (encompassing its social, cultural, economic, and political milieu) is limited. Pragmatic research studies that would involve the participation of community members, and that circulate the findings back to the communities would make valuable contributions to this presently limited body of knowledge.

G. Concluding Statement

One of the implicit goals of this research project was aimed at discovering the reality of the CLC's as they presently exist in Yukon communities ... not merely their illusion. Many Yukon College staff, as well as individuals from the Department of Advanced Education and Manpower spoke in glowing terms of the adult education resources now committed to communities through the CLC's. They spoke of extensive community participation and sharing in the decision making processes. At the other end of the spectrum were found to be community members who were disillusioned and disappointed with the CLC's. They felt that resources committed by Yukon College were inadequate, and that CLC Advisory Committees had virtually no say in decisions that affected their communities. The truth of the matter and the reality of the situation was found to be between these two points of view. This research study has generated a number of suggestions and recommendations that could conceivably be used by Yukon College to improve the present CLC's, and guide future development and expansion plans. The largest possible benefit of this research study depends on what Yukon College ultimately chooses to do with these recommendations. If positive changes are implemented in the CLC's as a result of this project, the researcher will have accomplished her own personal goal ... "to discover some glimmering of insight that will light a candle" for the optimistic future of the CLC's (author of original quote unknown).

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APPENDIX 1

INTERVIEW SCHEDULE - CLC Co-ordinators

Organization of the CLC's

1. What are the purposes and goals of this CLC?
2. What types of programs are offered?
3. What are your specific duties as a co-ordinator?
4. In what capacity are other community members involved?
5. Could you give me an overview of how the CLC Advisory Committee is organized and structured?
6. Who are the members of the Advisory Committee?
7. How are they selected?
8. What is their term of office?
9. What are their official duties and responsibilities?
10. How do the CLC's fit into the overall perspective of adult education in the Yukon?

Needs Assessment

1. How do you determine the educational needs of the adults in your community?
2. Have you in the past done any formal surveys to assess or evaluate your client needs?
3. How are direct requests for course offerings received from the general public handled?
4. What methods are available by which the community members can offer their suggestions for programs they would be interested in?

Program Planning

1. What aspects of program planning are you directly involved in, and how?
2. Could you please explain the process a course goes through from the time it is requested, until it is delivered?

3. Do you engage in any short, medium, or long term planning activities?
4. What types of materials do you use for your courses that come "pre-packaged"? Where are these obtained from? How do you feel about the quality, and relevance of these to your communities needs?
5. How is the cost of a course to the participant determined? Are some of your students subsidized? By whom, and how much?
6. Do you have a minimum number of students that need to be enrolled before a class is held?
7. How do you determine the following:
 - a. number of students expected in a class
 - b. location of a course or class
 - c. timing of the class, i.e., day, evening, etc.
 - d. the instructor to be used.
8. What type of input do the Advisory Committee members have in program planning?
9. Which classes that you offer have the best attendance? the least?
10. What programs would you like to see offered that have not been taught in the past?
11. Which socio-economic groups of students are best served by the programs of the CLC's, which ones are least served?
12. How do you feel the process of programming could be improved?

Delivery Systems, Methods and Media

1. What types of formats do your course offerings take?
2. Do you have any hook-ups to teleconferencing or computer-learning networks?
3. I know that this CLC serves a large geographical area. How far are people willing to travel to participate in courses?
4. How do you feel that the delivery of programs could be make more effective?

Program Promotion

1. How do you advertise the courses that are offered by the CLC?
2. What do you think is the most effective means of program promotion?
3. How well do you think the community members are aware of programs offered?
4. How do you feel that you could increase the effectiveness of program promotion?

Program Evaluation

1. What methods do you use to evaluate the courses? the instructors? the facilities?
2. How are the results of these evaluations incorporated into the planning process?
3. How is your job performance as a CLC co-ordinator evaluated? by whom? how often?
4. Do you have any measurable goals and objectives of the CLC stated?
5. How do you assess if the Advisory Council is meeting its goals and objectives?
6. How do you think program evaluation techniques can be improved?

Staff and Advisory Board Development

1. What are the criteria that are used for hiring teachers and instructors for your programs?
2. Who hires these individuals?
3. What criteria are used to hire CLC co-ordinators?
4. What is your job description?
5. Could you describe the types of professional development activities that are available to the co-ordinators? the instructors? the Advisory Committee members? (inservice training?)

6. What types of staff development activities have you had in the past two years?
7. What other kinds of training opportunities do you feel would be beneficial to you, to fulfill your responsibilities as a co-ordinator?
8. How do you feel that Yukon College could improve the training opportunities available to you as a co-ordinator? to the instructors? to the Advisory Committee members?

Budgeting and Finance (commitment of financial resources)

1. Could you outline the budget that the CLC's operate on (i.e., how much \$, categories of expenditures).
2. How is your budget allotted, and in turn accounted for?
3. What input do you directly have on how much money is requested from your CLC?
4. How much control do you have on how the money in the budget is spent?
5. How do you think the budgeting process of the CLC could be improved?

Facilities

1. How well do you think the present facility of the CLC serves the needs of the community?
2. How could these be improved?

Student Services

1. Are there any support services that you offer to the students?
 - a. financial aid sources?
 - b. information about careers?
 - c. help with development of learning and study skills?
 - d. aptitude and achievement test evaluation?
 - e. attitudinal and motivational counselling?
 - f. counselling on personal matters?
 - g. students with special learning needs and barriers to participation, i.e., handicaps and disabilities.

2. How do you feel that your effectiveness in your role as a counsellor and resource person could be improved?

Public Relations

1. How do you as a CLC co-ordinator maintain contact with the general public; the Advisory Committee members; other educational institutions? other CLC's? Yukon College?
2. The above categories will be used to ask the question, "How do the advisory committee members maintain contact with ..."?
3. How do you feel that these lines of communication could be improved and expanded?

The Future: Prospects and Promises

1. Which group of adults in the community do you feel are well served by the educational programs offered? Which are not?
2. How do you think that interest in, and participation in these educational programs can be improved for those adults not adequately served?
3. What present and future social trends do you feel will affect your programming? economic trends? political trends?
4. How do you think the programs offered should be expanded or improved on?
5. I understand that you have been the CLC co-ordinator for a number of years. How has your job changed over time?
6. How do you see the CLC's in the Yukon evolving and changing over the next 2-5 years? After 5 years?
7. How do you see the CLC's Advisory Committees evolving and changing in structure and function over the next few years?
8. What new skills will be important for you to acquire to deal with future changes in your position? in your programming?
9. What types of support do you see as being essential from Yukon College in the future?

10. How do you feel that this research can be useful to you as a CLC co-ordinator? To Yukon College? To the communities?

Is there anything else you would like to add, in addition to the material already covered?

Conclusions: The Effects of the CLC's on CD

1. I realize that there is a wide variety of programs offered by the CLC. What do you feel are some of the reasons why students take these courses?
2. What do you feel is the level of satisfaction that the students have with the programs?
3. Have you noticed any changes in the students' skills as a result of taking certain programs? attitudes? if so, what?
4. Do many of the students enrol in more than one course?
5. How well do you feel that the programs available meet the educational needs of the students? Which needs are not being met, which ones are?
6. What expectations do you think the community members have of the CLC's? Why do they have these expectations?
7. Are these expectations being met?
8. How effectively are existing community resources utilized?
9. Are there other (human, physical, organizational) resources available in the community which are not being utilized effectively? How could this be improved?
10. How do you feel that you yourself have personally developed and benefited from your role as a CLC co-ordinator?

What are the strengths of the CLC concept as you understand it? What are the weaknesses?

What are the strengths of this particular CLC? its weaknesses?

How could these be improved?

APPENDIX 2

INTERVIEW SCHEDULE CLC STUDENTS

1. How long have you lived in COMMUNITY?
 ___ I year or less ___ I-5 years ___ over 5 years
2. In the next Question, I would like to ask your opinion about different aspects of your community. For example, I would like to find out what you think of it as a place to raise children and the friendliness of people to one another. Could you please rate these as being either excellent, very good, good, fair or poor as I read them.
 - A) quality of medicare available ___
 - B) quality of police protection ___
 - C) friendliness of people to one another ___
 - D) as a place in which to raise children ___
 - E) opportunities for recreation and entertainment ___
 - F) community spirit and pride ___
 - G) satisfaction of community members ___
 - H) quality of education for children ___
 - I) equality of opportunity for all ___
 - J) quality of education for adults ___
 - K) your satisfaction with living here ___
3. Do you belong to any clubs or organizations?
 If so which ones?
4. Do you think that a lack of opportunities for training and education make it difficult to find a job in your community? Why?
5. Do you think that adult education can help people to understand and begin to solve community problems? How?
6. Do you think that adult education can help people to understand and begin to solve personal and family problems? In what way?

7. I would like to read off some reasons that adults might want or need more education. Which reasons did you have for coming back to the CLC?
- ___ increase your knowledge ___ increase your income
 ___ to get a highschool diploma ___ to get a job
 ___ to improve your skills ___ increase your income
 ___ other reason
8. Which courses have you taken from the CLC?
9. How did you find out about the courses?
10. Did any of your friends or neighbours tell you about it?
11. What was the format or method by which the course was taught? Was this a suitable way to teach the course?
12. What did you think of the content of the course?
- ___ex ___vg ___g ___f ___p
13. How would you rate the materials that were used?
- ___ex ___vg ___g ___f ___p
14. How would you rate the instructor's knowledge, and the way the course was taught?
- ___ex ___vg ___g ___f ___p
15. Was the time the course was offered convenient to you?
16. Was the length of the course suitable? Why?
17. How much do you think you learned in this course?
- ___ a lot ___ quite a bit ___ not much ___ nothing
18. What specific things did you learn in this course?
19. Have you been able to use the things you have learned in your everyday life? How?
20. Are there things that you can do now that you could not do as well before you took the course?
21. How has this course made a difference in your life?

22. Did you finish the course? If not, why not?
23. Would you recommend this course to a friend? Why?
24. Would you be interested in learning more about this subject, or going on to the next level?
25. What other kinds of things would you like to learn if classes were offered?
26. Have you taken any other adult education courses in the last year? What were they?
27. Have you used any of the other services available at the CLC? If so, which ones?
28. Have any of your friends or relatives taken any courses or classes at the CLC? How did they feel about them?
29. In what ways do you think the CLC has contributed to the well-being of your community?
30. Is there any thing that you would like to add about your classes, your learning experience, or the CLC?

Thankyou for your information, and the time you took to answer my questions. I would like to finish this interview by asking you some information about yourself. The reason for asking these questions is that I would like to see if the educational needs of the residents of your community are being met, regardless of their education or thier socio-economic status.

Which category describes your age?

___ under 21 ___ 21-25 ___ 26-30 ___ 31-45 ___ 46-65
___ over 65

Which of the following categories describes your total family income during 1985?

___ less than \$10,000 ___ \$10-\$20,000 ___ \$20-\$30,000
___ \$30-\$40,000 ___ over \$40,000

Are you employed full time ___ part time ___ unemployed ___?

What is you usual job or occupation?

What is the head of your household's occupation?

Did you have a chance to get as much education as you wanted? Why or why not?

Which grade of school have you completed?

I 2 3 4 5 6 7 8 9 10 11 12

___ some training past highschool
___ journeyman's certificate
___ some college or university
___ college or university degree

What is your ethnic origin?

___ a status Native
___ a non-status Native
___ Metis
___ other

Sex ___ M ___ F

APPENDIX 3

INTERVIEW SCHEDULE CLC ADVISORY COMMITTEES

1. How long have you been a member of the Committee?
2. What reasons did you have for joining?
3. What are your duties and responsibilities as a member of the CLC Advisory Committee?
4. What aspects of program planning are you involved in?
5. What groups of community residents do you represent with regards to their educational needs?
6. How are the adult education needs of your community determined?
7. Have you done any formal needs assessments?
8. What do you feel are the most important educational needs of your community?
9. What types of training and support have you as a CLC Advisory Committee recieved from Yukon College?
10. How do you see the Advisory Committee changing over time?
11. How do you see the CLC changing over time?
12. How well do you think the present CLC facility serves the needs of the community?
13. How well aware do you think community members are of the CLC, it's programs and services?
14. What do you think are the strengths of the CLC?
15. In what ways do you think the CLC has contributed to the improvement and development of your community?
16. How do you think the CLC can be improved?
17. Do you have any further questions or information you might like to add?

Thankyou very much for your information.

APPENDIX 4

LETTER of INTRODUCTION CLC ADVISORY COMMITTEES

11254 95A Street
Edmonton Alberta
April 15, 1986

Dear Advisory Committee Member,

I would like to take this opportunity to introduce myself and to outline the purpose of this letter. I am a graduate student at the University of Alberta, and am working on a Master's degree in Rural Sociology. My particular area of interest is in the provision of adult education to small communities. For my thesis, I am doing a research project evaluating "The Influence of Community Learning Centers on the Development of Yukon Communities".

In order to gather Data for this study, I will be visiting Yukon communities in which CLC's are located. I will be interviewing CLC Co-ordinators, Advisory Committee members, instructors and students. I will be in COMMUNITY during the week of, and would very much appreciate your assistance.

With your permission, I would like to conduct about a 1 hour long personal interview on the following topics:

How are the educational needs of your community determined?

What input does your committee have in program planning?

What professional development opportunities are there available to you as a committee member?

How has the CLC contributed to the well-being of your community?

The results of this study are to be shared with the CLC's as well as Yukon College. When I reach COMMUNITY I will obtain your phone number from CO-ORDINATOR. I can then contact you to arrange for an interview at a time that is convenient to you. I would also be willing to answer any questions you have. Thankyou for your assistance.

Yours truly,

Daina Bruners

APPENDIX 5

LETTER of INTRODUCTION CLC STUDENTS

11254 95A Street
Edmonton Alberta
April 15, 1986.

Dear CLC Student,

I would like to first introduce myself, and to explain the purpose of this letter. My name is Daina Bruners, and I am a student at the University of Alberta. I am interested in how adult education is provided to Yukon communities by the CLC's. As part of my studies, I am doing a research project on how CLC's can influence the development or the improvement of Yukon communities.

In order to gather information, I am visiting the Yukon this spring. I will be asking clc students as well as others thier opinions about the CLC's. I plan to be in COMMUNITY on or about DATES, and would like to ask for your help with this project. It would take about 20 minutes for the interview. The questions I would like to ask are on:

What course or program did you take, or are you now taking from the CLC?

Why did you take this course?

What specific things have you learned in this course?

How are you using these skills in your everyday life?

How has the CLC helped improve your community?

I would very much appreciate your help in this project. When I get to COMMUNITY, CLC CO-ORDINATOR will be in touch with you. Could you then please meet me at the CLC? Your opinions will be very helpful to me, and I would be very happy to answer any questions you have. Once again, thank you for help with this project.

Yours truly,

Daina Bruners

APPENDIX 6

KEY PERSONS INTERVIEWED IN YUKON COMMUNITIES 1986

CARMACKS

Agar, Ken (School principal, Advisory-Committee member) May 6, 1986.
Belmore, Shirley (Social Development Worker, Advisory Committee Member) May 6, 1986.
Berry, Rita (Cross-cultural Co-ordinator, Advisory Committee member) May 7, 1986.
Maisoneuve, Joanne (CLC Co-ordinator/Instructor) April 17, 1986.
Nemeth, Peter (Social Worker, Advisory Committee member), May 7, 1986.
Nessman, Kate (Anglican Minister, Advisory Committee member) June, 1986.

CARCROSS

Devine, Tina (CLC Co-ordinator/Instructor) May 2, 1986.
Kimble, Virginia (Community Education Worker, Advisory Committee member) May 5, 1986.
Kerr-Wedge, Leslie (CLC Co-ordinator/Instructor) May 1, 1986.
Dobson, Scotty (Human Resources Worker, Advisory Committee member) May 5, 1986.
Vanzoest, William (Local Business Proprieter, Advisory Committee member) May 2, 1986.

DAWSON CITY

Christienson, Jenny (Community Education Liason Co-ordinator, CLC Advisory Committee member) June 3, 1986.
Dubois, Karen (CLC Co-ordinator/Instructor) May 29, 1986.
Grant, Chris (Outreach Worker, CLC Advisory Committee member) May 30, 1986.
Johnston, Karyn (School Committee Representative, CLC Advisory Committee member) June 2, 1986.
Laking, Bob (Hotel Manager, CLC Advisory Committee member) June 2, 1986.
Olynyk, Jane (Human Resource Worker, CLC Advisory Committee member) June 3, 1986.
Pecknold, Lynn (School Principal, CLC Advisory Committee member) June 3, 1986.
Winton, Helen (CLC Co-ordinator/Instructor) May 29, 1986.

MAYO

Boyde, Pam (CLC Co-ordinator/Instructor) May 23, 1986.
Buyck, Joanne (Postmistress, Advisory Committee member) May 23, 1986.
Ciolfi, Reno (School Principal, Advisory Committee member) May 25, 1986.

Davies, Sue (Probation Officer, Advisory Committee member) May 26, 1986.
 Gadey, Joanne (Human Resource Development Strategy Plan Researcher) May 26, 1986.
 MacDonald, Linda (Local Business Proprietor, former CLC Co-ordinator, Advisory Committee member) May 28, 1986.
 McGinty, Vera (Cross-cultural Co-ordinator, Advisory Committee member) May 25, 1986.
 Pritchard, Sherry (Outreach Worker, Advisory Committee member) May 23, 1986.
 Roach, Bob (Drug and Alcohol Counsellor, Advisory Committee member) May 27, 1986.
 Ronigan, Joyce (Band Representative on the Education Committee) May 25, 1986.

PELLY CROSSING

Becker, Aileen (School Principal, Advisory Committee member) May 8, 1986.
 Johnson, Dorothy (Social Assistance Worker for Indian Band, Advisory Committee member) May 8, 1986.
 Otterbein, Valeri (CLC Co-ordinator/Instructor) May 9, 1986.

ROSS RIVER

Bennett, Bonnie (CLC Co-ordinator/Instructor) May 20-23, 1986.
 Bergmann, Barbara (CLC College Prep Tutor) May 22, 1986.
 Eberlein, Glenda (School Principal, Advisory Committee member) May 20, 1986.
 Gilliam, Kingsley (Social Worker) May 21, 1986.

John, Dorothy (Band Manager, Advisory Committee member) May 21, 1986.
 Paul, Millie (Band Member, Advisory Committee member) May 21, 1986.
 Smith, Dorothy (Indian Band Land Claims Research Worker, Advisory Committee member) May 21, 1986.
 Thompson, Margaret (Former Outreach Worker, Advisory Committee member) May 20, 1986.

TESLIN

Anderson, Joyce (Local Business Person, CLC Co-ordinator and Instructor) April 28-29, 1986.
 Grant, Rita (Cross-cultural Co-ordinator, Advisory Committee member) April 29, 1986.
 Hassard, Evelyn (Local Business Owner, Advisory Committee member) June 12, 1986.
 Hett, Dave (Local Tradesman, College Prep Tutor) April 29, 1986.
 Hodgson, Mike (Social Worker, Advisory Committee member) April 28, 1986.
 Morris, Bev (Adult Education Researcher in Training Needs Assessment for Teslin, Advisory Committee member) April 28, 1986.
 Peters, Annie (Band Representative, Advisory Committee member) April 28, 1986.
 Taggart, John (Researcher: Assessment of Training Needs for Teslin) April 29, 1986.

WATSON LAKE

Botti, Jerry (Hospital Administrator, Advisory Committee member) June 13, 1986.
Holt, Jim (Local Business Owner, CLC Co-ordinator) April 23-24, 1986.
Jules, Leda (CLC Instructor, Academic Upgrading) April 24, 1986.
Kalles, Alice (Local Business Owner, Advisory Committee member) June 13, 1986.
Lang, Karen (Local Business Owner, Advisory Committee member) April 24, 1986.
Lewis, Phoebe (Indian Band Education Co-ordinator, Advisory Committee member) June 13, 1986.
McLeod, Patti (Forestry and Natural Resources, Advisory Committee member) April 24, 1986.
Parr, Brenda (CLC Instructor, College Prep) April 23, 1986.
Parr, Fred (High School Principal, Advisory Committee member) April 24, 1986.
Pritchard, Bea (Pioneed Community Outreach Service Worker) April 24, 1986.

APPENDIX 7

PERSONS INTERVIEWED IN ALBERTA COMMUNITIES
1986-1987

COMMUNITY VOCATIONAL CENTER, Slave Lake, (October, 1986)

Harvey Burkholder (Vice President, CVC)
Cate Gray (Senior Instructor)
Carl Gongas (President, CVC)

FAIRVIEW COLLEGE, Fairview and High Level Campuses, (February, 1987)

Currie, Beverley (Co-ordinator of Chinchaga Project) Fairview College, High Level
Ferguson, Lorna (Reading and Writing Project Co-ordinator) Ft. Vermillion
Janzen, Abe (Program Co-ordinator) Fairview College, High Level
Krahn, Eva (Literacy Tutor) Le Crete
Leger, Madeline (Instructor) High Level
Murray, Richard (Instructor) High Level
Nayar, Sukumas (Director of Northern Region) Fairview College, High Level
Nelson, Eric (Independent Researcher for Esse Networks) Jean D'or Prairie
Pawlak, Steve (Executive Vice President, Academic Affairs) Fairview College, Fairview
Saunders, Eileen (Instructor) Jean D'or Prairie
Swinburnson, David (Instructor) High Level
Twidale, John (Instructor) Fort Vermillion

APPENDIX 8

DEFINITION AND ROLE OF A CLC ADVISORY COMMITTEE

The definition and role of a Community Learning Centre Advisory Committee is as follows:

A group of persons representing key viewpoints in the community who provide advice to the Director of Yukon College on matters relating to present and future adult community programming. Key personnel for committee membership may include government agencies, boards, formal advisory groups, Indian Band Councils, school committees, and other such organizations having a significant impact on the social and economic growth of communities.

The functions of an Advisory Committee are dependent to some extent on the willingness of the committee to accept responsibility for specific tasks.

The Advisory Committee may wish to undertake all, or a portion, of the following functions:

- a) to develop community awareness and support for Community Learning Centre (CLC) programs and courses through promotion and public relations;
- b) to provide advice on the operation of the CLC including:
 - i) assistance in establishing directions and objectives for the CLC and in monitoring progress towards these objectives;
 - ii) CLC physical facilities and equipment;
 - iii) identification of possible community resources, i.e. physical and human resources - for support of CLC courses and programs;
 - iv) assistance in the evaluation of CLC courses and programs;
 - v) local industrial and business development forecasts as they relate to training requirements;
 - vi) introduction of new courses and programs;

- vii) provide advice on future directions of the College and the C.L.C.'s.
- c) to refer recommendations regarding additional functions to the Director, Yukon College.
- d) be consulted and informed regarding the C.L.C. budget and the budget for Extension Services..
- e) the committee will act as an advocate for the local C.L.C. It will work to insure that the C.L.C.'s are given high priority at Yukon College, thus insuring fair and equitable consideration.

Term of Office:

1. Committee members may be appointed by the Director of the College on the recommendation of the committee or of representative organizations. Elections may be an alternative once the committee is established. The term of office is normally for two years, with some members being appointed or elected each year, thus ensuring essential continuity in membership for effective committee functioning.
2. The Chairperson will be elected by the committee at the first meeting held in September of each year. Term of office of Chairperson is normally for one year, with the possibility of re-election.

Participation:

Attendance at meetings is viewed by the College as essential in order to ensure that community needs are fully identified. Therefore, if a member is absent, without just cause, for two consecutive meetings, the committee members may recommend the appointment of an alternate in place of the absent member.

Limitations:

- a) Yukon College personnel may attend meetings from time to time and as requested by the reference group or as requested by the Director.
- b) Yukon College personnel are not members and do not have voting privileges.
- c) The committee shall meet once a month during the academic year, or more frequently if the need arises.

Suggested Profile of a Committee Member:

1. Able to provide a viewpoint which is representative of a key organization or group.
2. Has an interest in adult education.
3. Is willing to meet at least every month with the possibility of occasional additional meetings should the need arise.
4. Is willing, has time and the inclination to serve as an informed communication link between the community and Yukon College.
5. Is willing, has time and inclination to review information having a bearing on the operation of the CLC Advisory Committee.

Through this committee the College will endeavour to make the programs in your community even more responsive to the needs and allow more input into the planning process by key and interested individuals.

December, 1985



APPENDIX 9

POSITION DESCRIPTION OF CLC CO-ORDINATORS

A. DUTIES AND RESPONSIBILITIES

1. Major function - the single most important activity or responsibility required (describe what is done, how it is done, and why it is done):

Represents Yukon College within the local community by:

1. Providing instruction and tutoring to adult learners in the community (meets with individual learners or groups on a flexible schedule at the CLC; assigns and reviews student work; instructs in accordance with course outline; prepares student progress reports and records)
2. Coordinating resources required to administer full-time and continuing education courses in the local community (student registration; fee collection; arrangements for facilities; local advertising of offerings; response to enquiries from public)
3. Offering counselling related to learning goals of adults in the local community (meets with individual learners to consider academic, vocational, financial, and personal matters; manages a career information centre within the local CLC)
4. Consulting with the local Community Advisory Committee and the CLC Supervisor to develop local programs and approaches responsive to community needs and the local culture.

2. Other principal activities, in order of importance:

Represents the local community within Yukon College by:

1. Gathering data on available community resources for support of short courses and mobile unit instruction in the community; relaying data to CLC Supervisor.
2. Making recommendations to CLC Supervisor regarding prioritizing and scheduling of short courses in the community.
3. Preparing and submitting monthly summaries and statistics on adult education activity through the local CLC.
4. Relaying and commenting on recommendations from the Community Advisory Committee to .

the College.

5. Reviewing and developing curriculum relevant to the local conditions.

Participates in staff training and professional development activities as required.

Other related duties as may be assigned.

APPENDIX 10

MAYO COMMUNITY LEARNING CENTER NEEDS ASSESSMENT, APRIL 1985

SUMMARY OF RESULTS

1.	<u>Number of persons interviewed</u>		70
2.	<u>Age distribution:</u> 18-24 = 18	25-39 = 41	over 40 = 11
3.	Which adult academic courses you are interested in being offered in Mayo? (Number of Responses)		
	Adult Basic Literacy	29	
	Grade 8-11	32	
	Grade 12 General	39	
	Grade 12 University Entrance	24	
	University Level	17	
4.	Continuing Education or short courses you are interested in having offered in Mayo? (Numbers of responses for category)		
	Agriculture and Related	8	Heavy Equipment Operator 4
	Air Brakes	2	Home Repair 3
	Art	4	Local History 2
	Business Education	28	Mechanics and Related 16
	Carpentry and Related	11	Native Studies 4
	Computers	7	Academic-Miscellaneous 14
	Cooking and Related	8	Personal/Family 5
	Drafting	2	Photography 3
	Electrical	4	Plumbing 6
	First Aid	2	Small Engines 8
	Furnace Repair	2	Tailoring 1
	General Interest (Possible Cottage Industries)	13	Trapping 1
	Goldsmithing and Related	3	Welding 12
			Wilderness/Recreation 12
5.	What is your level of interest in courses offered?		
	Hobby	19	
	General Interest	39	
	Credit Courses	35	
	Small Business Courses	21	
	Apprenticeship	21	
	Academic	13	